

**INFLUENCE OF HUNDRED PERCENT TRANSITION POLICY ON
PSYCHOLOGICAL ADJUSTMENT OF LEARNERS IN PUBLIC SECONDARY
SCHOOLS IN BUTULA SUB COUNTY, KENYA**

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**A Thesis Submitted in Partial Fulfilment for the Requirement of the Award of the
Degree of Master of Educational Psychology of Masinde Muliro University of
Science and Technology**

October, 2025

DECLARATION

I declare that this is my original work and has never been presented for award of a degree in any other university

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CERTIFICATE

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a Thesis entitled “**Influence of 100% Transition Policy on the Psychological Adjustment of Learners in Public Secondary Schools, Butula Sub County, Kenya.**”

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DEDICATION

This work is dedicated to my dear mother; Bilha Nangekhe Wafula, you are such an inspiration to me. Your prayers carried me through. My husband Emmanuel Mukhwana Twang'a; my dear, you are such a God given gift, an icon to celebrate. Your support was overwhelming. My son Shadrack and my lovely daughters; Precious, Pendo and Promise; no word can describe you. My sisters in-law; Carol, Lydiah, Zipporah, Rebbecca, Ruth, Sarah and Kate and my brother in-law Mark, you are a great family to me. My sisters Justine, Roselyn, Alice, Clare, Ann and my brother Peter. I celebrate you all.

ABBREVIATION AND ACRONYMS

| | |
|----------------|--|
| CDF | Constituency development Fund |
| EFA | Education for All |
| FPE | Free Primary Education |
| FDSE | Free day Secondary Education |
| GOK | Government of Kenya |
| NACOSTI | National commission for Science, Technology and Innovation |
| NER | Net Enrolment Ratio |
| PCR | Pupil completion rate |
| PSTR | Primary to secondary transition rate |
| SCDE | Sub County Director of Education |
| SDG | Sustainable Development Goal |
| SPSS | Statistical Package for Social Sciences |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations International Children’s Fund. |
| WHO | World Health Organization |

ABSTRACT

Studies conducted globally have demonstrated that there are specific variables that are essential for the provision of high-quality education. The purpose of this investigation was to determine the impact of the one hundred percent (100%) Transition Policy on the psychological adjustment of students in public secondary institutions in Butula Sub-County, Kenya. The study objectives were to: establish the influence of 100 percent transition policy on learners' self-esteem.; determine extent to which influence of 100 percent transition policy has influenced learner's anxiety and establish how influence of 100 percent transition policy has influenced learner's resilience. The study which was guided by Resilience Theory by Norman Garmezy adopted descriptive survey research design. The target population of 3235 comprised of 1 Sub County Director of Education, 28 public secondary school principals, and 3206 students. Stratified, simple random and purposive sampling techniques were employed to select a sample size of 311 participants. The data collection instruments consisted of an interview schedule, questionnaires, and an observation guide. A pilot study was conducted in two schools within the study area to guarantee the instrument's reliability and validity. Test-retest methodology was applied by the researcher to evaluate the instruments' reliability. Descriptive and inferential statistics were implemented to analyse quantitative data using the Statistical Package for Social Sciences (SPSS) version 21. Themes and patterns that corresponded to the research questions were organized, and qualitative data obtained from personal interviews and open-ended queries were analysed qualitatively through content analysis. Based on the results of descriptive analysis of quantitative data, self-esteem as a component of psychological adjustment yielded 60% of students who were in agreed that they had much to be proud of as students. Similarly, approximately 59% of the students strongly agreed with the idea that they had much self-respect for themselves and also other students. Opinions related to anxiety was yet another construct under psychological-adjustment had over 57% of the selected students holding the opinion that it was not typical of them to put off doing school work simply because it stressed them. Additionally, descriptive analysis related to resilience revealed that over 51 of the students felt confident and secure in their position at school. With regard to implementation of 100%. transition policy, over 53% of the students indicated that high admission rate affected their sense of belongingness; alongside 48% who admitted that the schools had provided the specific strategies in response to the social needs of each gender in the face of increasing student population. From the results of simple linear regression analysis, it was revealed that the regression coefficient for the regression coefficient for the relationship between student population and learners' anxiety was $\beta = .139$. Conversely, negative relationship was exhibited for the relationship between implementation of 100% transition policy and self-esteem $\beta = -.694$, Similarly, negative relationship was exhibited between implementation of 100% transition policy learner's resilience, $\beta = -.898$. However, none of the regression exhibited the statistical significance at 5% level leading to failure to reject the null hypotheses. The results of this study could be valuable to education stakeholders in several areas. Educational planners might utilize it as a reference to distribute funding for the expansion of school infrastructure in public schools. The study's findings can be utilized by education policy makers to tackle issues of educational efficiency and cost-effectiveness. The study recommends that schools to provide adequate guiding and counselling for the students to mitigate the adverse effects of psychological adjustment such as anxiety, and the need for secondary school management to put in place mechanisms of ensuring improved resilience of the learners

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is any deliberate experience that has a transformative impact on an individual's intellect, personality, or physical capabilities. A mechanism through which the community transfers principles, expertise, and knowledge from one generation to the next. The most precious item that society can pass on to its people is referred to as bequeathment (Fanuel, 2010). It aids in combating ignorance and facilitating the acquisition of knowledge, hence fostering the development of well-informed individuals who have improved possibilities in life. According to UNESCO (2016), education is described as a torch that has the ability to guide and enlighten children's rights.

According to Akinkunle (2013), a significant number of primary school pupils view education as a way to improve their job prospects. Self-esteem, a crucial psychological concept, can potentially serve as a stimulus for academic engagement (Lim and Lee, 2015). Adolescents with a high level of self-esteem are more prone to having favourable self-perceptions (Peng et al., 2019).

Academic anxiety, however, refers to the experience of being distracted, anxious, frightened or stressed by academic tasks. The increased amount of anxiety impairs the academic performance of students. According to Sharma and Shakir (2019), a moderate degree of worry is beneficial to academic achievement, and the level of worry once it reaches a certain level is very harmful to academic achievement. A prominent problem that is likely to come with sadness is anxiety. According to Elksne and Rubene (2018), schools can greatly impact the emotional and physical health of children and become the defining feature of shaping personality and opinion on life.

The Institute of Statistics (UIS) states that 85 percent of the student body that completes a primary education in the world continues on to secondary school education (UNESCO, 2015). The transition rates in only two regions are lower than average in the world. The percentage of the population of Eastern and Southern Africa is 67.1 and Central and West Africa is 52.4.

The transition rates were highest in the industrialized countries with 98.2 then Eastern Europe and CIS countries with 96.1. But transition rates in a number of countries in Sub-Saharan Africa are above 80. UNESCO Report of 2011 reported that the transition rates of primary to secondary education were exceptionally high in developed nations with nearly all children passing through basic level to intermediate level.

There was also a change in the elementary to secondary education in America and that necessitated a change in education policy. The change demanded more government funds to spend on the education of secondary school students (World Bank, 2014). The secondary school system was decentralized in the US and this led to improved accessibility and enhanced transition into secondary education. The existing number of the enrolment in the elementary and secondary schools in the US is higher in the form of the public schools where over 90 percent of all the pupils are schooled. This is the result of a process that largely relied on the subsidies of the populace regarding the expansion of education that was largely financed by the local governments. In America, the problem related to the quality of education was manifested by stagnant score levels on tests and inequality in academic achievement between the rich and the poor. This is because the government had introduced the No Child Left Behind Act that was meant to make sure that all children, irrespective of their backgrounds, get access to quality education. The admittance policy was changed to an open-door policy, which led to high growth in enrolments and discipline-related problems (Spelling, 2015).

After the Second World War, Asian nations used government funds to develop the secondary and primary schooling. Singapore and South Korea adopted policies that aimed at improving the standard and access of secondary education, and hence, they ended up with a better transition process.

Japan adopted the instant adjustments to improve transition to secondary school through the rising of public investment thus decreasing parents financial costs. Consequently, industrialization is paying off economically in the country (World Bank, 2014). Financial requirements to be satisfied before one joins secondary school influence the transition between elementary and secondary education largely and it serves as a big barrier to secondary education in Sub-Saharan Africa. This can be attributed to the fact that secondary education in most countries is part of a sector that is paid some form of fee. The parents have a responsibility to cater to some of their operational costs, such as maintenance charges, food, clothing, learning resources, and special equipment (Lewin, 2012).

The government usually gives secondary education the lowest priority when it comes to investment and thus allocates an average of 15 to 20% of the total general education financing to it (World Bank 2014). The effect of the low investment in secondary education directly affects transition to secondary schools.

According to Bruns and Mingat (2013), transition to secondary school was low in Africa, Latin America, Caribbean and Oceania as there were no compulsory school attendance as opposed to industrialized nations where secondary education was mandatory in countries like Finland, Japan, Germany, and Russia.

Sustainable Development Goal (SDG) 4 Target 1 is aimed at ensuring all girls and boys are given quality, equitable and full-fledged primary and secondary education without any economic

obstacles. The 100% transition strategy is part of a global campaign of offering every child the chance to obtain education. The constitution that was adopted in Kenya in the year 2010 indicates clearly that education is a basic right of every child. In the social pillar in the vision 2030, education is specifically mentioned as an effective tool to transform Kenya into a middle-income economy. Therefore, the transition rate of between primary and secondary school can be improved to 100 percent by just taking one step towards the ultimate objective, of universal basic education.

In January 2003, just after assuming to power a new Kenyan government, led by President Kibaki, had put in place a Free Primary Education (FPE) initiative, as it had promised during the election campaign. The project was set to make sure that all young Kenyans, of the appropriate age, have access to basic education irrespective of where they live or the circumstances of their families. In 2008, the implementation of free secondary school education resulted in a greater percentage of students transitioning from primary to secondary schools compared to previous years. The introduction of the Free Day Secondary Education (FDSE) program in Kenya aimed to achieve a 100% transition rate from primary to secondary schools, as envisioned by policy makers. The strategy in Kenya was to achieve a 100% transition rate from primary to secondary education by the year 2021. The government has eliminated the annual school fees of Kshs. 9,374 that were formerly required from each student attending public day secondary school. Parents are responsible for purchasing uniforms and covering the cost of lunch for day scholars. The Ministry of Education (MOE) has declared that no female student should be deprived of the opportunity to receive secondary education on the grounds of pregnancy. No child should face discrimination in the distribution of form one vacancies, regardless of their ethnic, cultural or economic circumstances. The implementation of the 100 percent transition strategy in Kenya, namely in Butula sub-County, has been greatly facilitated by both FPE and Free Secondary Education.

The Kenyan Constitution recognizes the importance of ensuring that every child receives a fundamental education, as outlined in the Bill of Rights. Primary and secondary school enrolment is required by law in Kenya for all children whose parents are citizens or permanent residents of the country (Basic Education Act 2013). In 2018, an initiative to provide every Kenyan with a quality basic education was initiated. The policy is aimed at seeing that all pupils will go to elementary school and also graduate high school with 100 per cent rate.

In his speech at the 74th session of the United Nations General Assembly in 2019, President Kenyatta highlighted the need of nations supporting their citizens and particularly their youths so as to make them actively part of shaping the future and not be victims of the same. The President told the Assembly about the significant investment by the President of Kenya in education, which is aimed at facilitating social integration, intellectual development and skills growth and equal access to all people. He stated that Kenya had successfully accomplished a 100% transition rate from primary to secondary school, as well as providing free secondary education to all day scholars. To achieve a complete transition, the Government conducted an intensive door-to-door campaign to locate all candidates. This effort, reported in the *Daily Nation Newspaper* on February 14, 2020, resulted in a significant increase in enrolment in Secondary Schools. It also brought Universal Basic Education, which is internationally recognized as a minimum of 12 years of schooling, closer to being accessible to all. Cabinet Secretary for Education Prof. Gorge Magoha spoke during a nationwide mop-up exercise to get students ready for secondary school in 2020. He was very confident that the officials from the Ministry of Education, the Ministry of Interior, and the Coordination of National Government would step it up to get a perfect score in every one of the 47 counties.

The government's aim is to secure the enrolment of all learners who took the 2020 Kenya Certificate of Primary Education into Form One. CS Magoha asserts that President Uhuru

Kenyatta's 100 percent transition policy has had a highly impactful effect. The exponential growth was praiseworthy, despite the insufficient readiness of schools. Furthermore, a study published by the *Daily Nation* on February 10, 2020, revealed that the increase has resulted in overcrowding and a severe lack of educational resources. This study aims to investigate the impact of the policy on learners' self-esteem, anxiety, and resilience specifically in Butula Sub-County, as these factors have presented issues.

1.2 Statement of the Problem

The Government of Kenya (GoK) implemented Free Day Secondary Education (FDSE) in 2008 with the objective of reducing the cost of education and, as a result, enhance the transition rates from primary to secondary school. However, this maneuver did not result in the complete achievement of the transition rate. According to the Republic of Kenya (RoK, 2012), the biggest factor contributing to the low percentage of students transitioning from elementary to secondary school was the financial burden associated with the cost of secondary education. According to the Basic Education Act 2013, it is mandatory for any parent who is a Kenyan citizen or whose child lives in the nation to register them for both primary and secondary education. In 2018, Kenya implemented the Policy on Universal Access to Basic Education. The Policy aims to guarantee every child enrolled in primary school successfully transitions to secondary school thereby achieving a 100% transition rate. The adoption of the 100 percent transition from primary to secondary school policy is a component of a worldwide initiative to provide every child with a minimum of 12 years of education. This policy helps the Country achieve Sustainable Development Goal (SDG) number 4, which seeks to guarantee inclusive and fair quality education and foster lifelong learning opportunities for all individuals.

The implementation of the 100% policy in Butula Sub County has brought both benefits and difficulties. According to the Butula Sub County Director of Education (2020), there has been a steady rise in the percentage of secondary school pupils, increasing from 67% in 2017, to 86% in 2018, and further to 92% in 2019. According to the SCDE report for Butula Sub County in 2020, there are a total of 68 Public Primary schools with 4,800 KCPE candidates. In contrast, there are only 28 public secondary schools that can handle 3,100 form one students. This poses a problem because, even though the total number of students has gone up, the number of public secondary schools has stayed relatively constant both before and after the 100% policy went into effect. With more students enrolled, schools may run out of room and resources for instruction, which could have an emotional and mental impact on students. This study aimed to investigate this deficiency.

1.3 Purpose of the study

The purpose of this study was to evaluate the influence of 100% transition policy on psychological adjustments of students in public secondary schools in Butula Sub County.

1.4 Research Objectives

The objectives of the study were to;

- i) Establish the influence of implementation of 100% transition policy on self-esteem of the learners in public secondary schools in Butula Sub County.
- ii) Determine the influence of implementation of 100% transition policy on learners anxiety in public secondary schools in Butula Sub County.
- iii) Establish the influence of implementation of 100% transition policy on learners' resilience in public secondary schools in Butula Sub County.

1.5 Research hypothesis

The hypothesis of the study were;

- i) There is no significant influence of 100 percent transition policy on learners' self-esteem in Butula Sub County.
- ii) There is no significant influence of 100 percent transition policy on learners Anxiety in Butula Sub County.
- iii) There is no significant influence of 100 percent transition policy on learner's resilience in Butula Sub County.

1.6 Significance of the Study

This investigation's findings may prove advantageous to educators in numerous sectors. Initially, educational planners may employ it as a reference to allocate funds for the expansion of school infrastructure in public institutions. Policies makers in the field of education might use the study's results to address concerns about the efficacy and efficiency of their programs. Public secondary schools have received funding to upgrade their facilities; the Ministry of Education may use the study's results to determine the impact of this funding.

The results can be helpful for the authorities of Busia County in their future basic education strategy planning as well. The results of the study would be a great use to the Boards of Management of secondary schools and their principals in making decisions on the construction of new facilities. That way, they may spend their money where it will have the most influence on the school's programs: on the facilities that are the least adequate.

Findings from this study may be useful for secondary school educators and students in developing methods to make the most of scarce resources and guarantee a smooth transition policy rollout. The results of this study may potentially pave the way for future studies in the same or related fields in other counties.

1.7 Delimitation of the Study

The research was limited to secondary public schools in the Butula Sub County area. Researcher drew heavily from interviews with the Sub County Director of Education (Ministry) and public secondary school administrators, who were instrumental in launching the full-scale transition initiative, for their analyses. The Form one learners were also a part of it because the transition policy would help them.

The study focused on the execution of a policy that aimed to ensure that all learners transitioned to the next level of education, as well as the psychological and social adjustment of learners in Butula Sub County. The variables examined in the study were learners' self-esteem, anxiety, and resilience.

1.8 Limitation of the Study

Limitations refer to the constraints that may impede the researcher from conducting research in a specific field of study. A constraint of this study was the insufficiency of significant literature on the execution of the 100 percent transition policy in Kenya, as it is a relatively new idea. The researcher, however, picked studies that had comparable factors influencing them for a thorough examination of the literature. Another constraint was the lack of cooperation from certain respondents. Furthermore, the researcher guaranteed that the provided information would be handled with utmost confidentiality and utilized solely for academic purposes. The researcher also faced unfavourable views from the respondents. The researcher guaranteed the responders that the material would be utilized solely for scholarly purposes.

1.9 Theoretical Framework

This study was informed by Resilience theory, which was presented by Norman Garmezy in 1974. Garmezy launched the Project Competence Longitudinal Study (PCLS)³, and it was further

developed by Masten and Tellegen from the University of Minnesota. Resilience theory is a conceptual framework that helps us understand how certain individuals are able to recover and thrive after facing a challenging event, using a strength-based approach..Natural disasters, crime, conflict, accidents, and abuse are regrettable yet occasionally inevitable facets of existence.

According to Van Breda (2018), Resilience Theory focuses on understanding the factors that contribute to the overall integrity of a phenomenon. Psychologists, psychiatrists, and paediatricians have long been intrigued by the remarkable observation that when faced with adversity, certain children emerge relatively unharmed while others succumb. Resilience is not a fixed characteristic of a person's personality, as commonly thought. Instead, it is a dynamic process or system that enables individuals to effectively adjust and overcome challenges and hardships in life .The origins of resilience studies can be traced back to approximately fifty years ago, when psychologists examined the outcomes of children who were highly susceptible to psychopathology. Within this group of children, a subset of them did not exhibit any psychopathological disorder and instead displayed remarkably healthy patterns as they grew older. Prioritizing the identification of risk factors and vulnerabilities that may potentially contribute to adverse outcomes in children has been a common practice among psychology researchers throughout history. When resilience researchers started looking into the positive aspects that led to good outcomes in at-risk children, they supplanted the deficit-oriented technique in developmental research with a strength-oriented one.

The Resilience Theory represents a fundamental change in understanding, elucidating the nature and mechanisms through which these promotive elements facilitate children in overcoming the adverse consequences of risk exposure. Within this particular framework, it elucidates the impact of the 100 percent Transition policy in Butula Sub-County, Kenya on diverse psychological

aspects. These encompass individuals who are acquiring knowledge or skills. Individuals with a positive sense of self-worth who are engaged in the process of learning. Psychological distress and the ability to bounce back from adversity.

1.10 Conceptual Framework

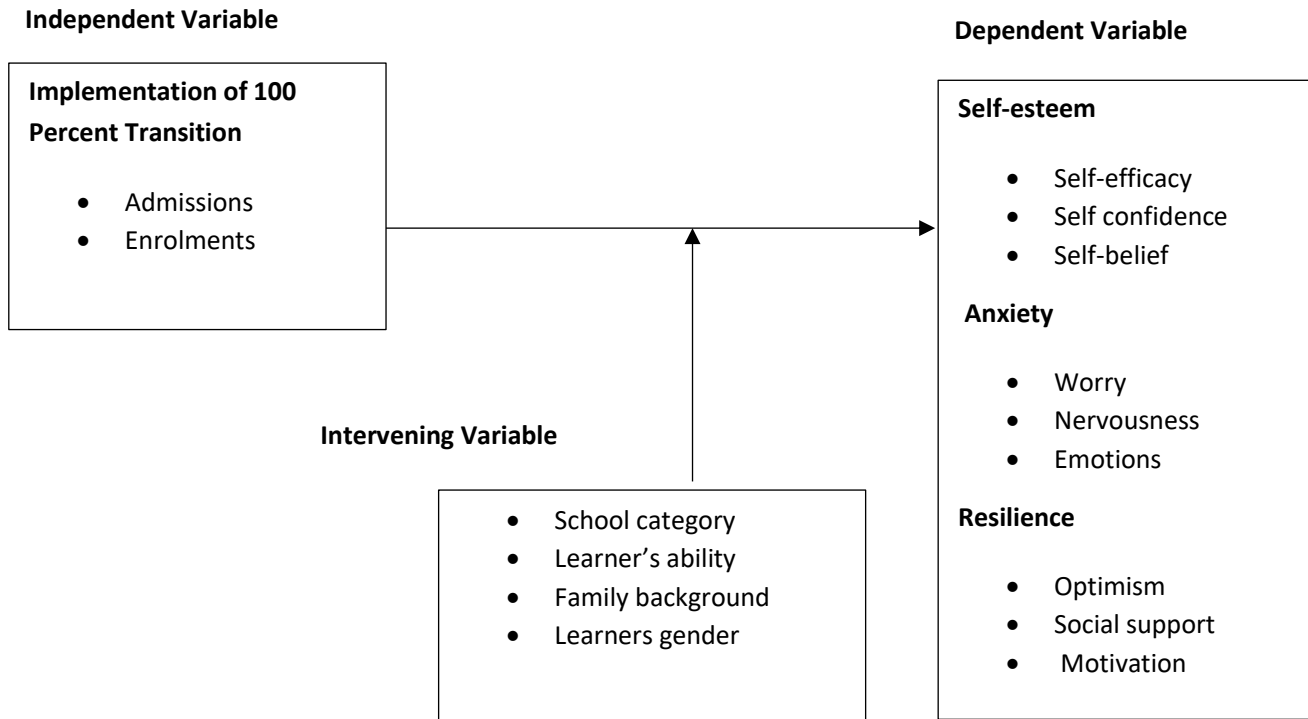


Figure 1.1: Conceptual framework showing interactions between variables

The conceptual framework depicts the factors that influence the successful execution of a policy aimed at achieving a full transition rate of 100 percent. The factors being measured are the self-esteem, anxiety, and resilience of the learners. Implementation of 100 percent transition policy is the independent variable that influences dependent variables; Self-esteem that includes self-efficacy, self-confidence and self-belief, Anxiety on the other hand, comprises worry, nervousness and emotionality while Resilience include; optimism, social support, motivation, calmness and mindfulness. Implementation of 100% transition policy influences learners self esteem, learners

anxiety and resiliency. It also illustrates the confounding variables such as the school category, learner's ability, family background, learner's gender. Admissions and enrolments shall be measured through document analysis using information that shall be obtained from the Sub-County Director of Education's office

1.11 Operational Definition of Key Terms

Adjustment: Behavioural process of students when balancing their conflicting needs in school or their needs against obstacles in the school environment in Butula sub-County, Kenya.

Admissions: Being allowed to learn in a secondary school in Butula Sub County, Kenya

Enrolments: Being part of official list of learners of a certain secondary school in Butula Sub County, Kenya

Anxiety: A feeling of worry, nervousness or unease in school admission and enrolment in the implementation of the 100% transition policy with uncertain outcome in Butula Sub-County, Kenya

Implementation: How secondary schools in Butula admits form one students who completed class eight the previous year, under the 100% transition policy.

Psychological adjustment: Adjustment related to the minds of learners in Butula sub-County, Kenya

Public Secondary Schools: State-owned schools in Butula Sub County, operated in collaboration with parents.

Resilience: Ability of learners in Butula sub-County to adapt to difficult situations

Self-esteem: How much learners appreciate and like themselves in public secondary schools, Butula Sub County

Student: a learner who studies in a public secondary school in Butula Sub County, Kenya.

Transition: the total number of eighth class from Butula Sub-County, Kenya, who were accepted into Form 1 of a local secondary school the year before

Policy: a directive by the government of Kenya

100 percent transition policy: The government of Kenya has issued a decree to ensure that all students who completes the eighth class in primary schools are enrolled in secondary schools in Butula Sub County, Kenya.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This section examines the literature on the following subtopics: learners' self-esteem, the concept of implementing the 100 percent transition policy, and learners. Anxiety and resilience as factors that affect the implementation of a 100% transition policy from primary to secondary school, as well as how they affect the teaching and learning process and a summary of the literature study.

2.2. Implementation of Hundred Percent Transition Policy

According to the UNESCO Institute of Statistics (2016), 85 percent of students who complete the final grade of primary school continue their education beyond that. This world average is exceeded only by two regions with transition rates lower than this. West and Central Africa (52.4%), Eastern and Southern Africa (67.1%) The developed world has a transition rate of 98.2%, whereas Eastern European and CIS countries have a rate of 96.1%. Nonetheless, there are a handful of nations in Sub-Saharan Africa whose transition rates are higher than 80%.

Stagnant test scores and achievement inequalities between the rich and the poor in the US are indicators of problems with school quality. Because of this, in an effort to guarantee that all students, regardless of their family's socioeconomic status, have access to a high-quality education, Congress passed the *No Child Left Behind Act*. High enrolment and disciplinary issues resulted from this open-door admittance approach (Spelling, 2015).

One of the biggest obstacles to secondary education in Sub-Saharan Africa is the high cost of attendance, which affects students' ability to make the jump from elementary to middle school. The reason behind this is that secondary education is a fee-based sector in most nations. Despite

receiving an average of fifteen to twenty percent of the government's overall education budget, secondary school is often the most underfunded area of the education system (World Bank, 2014). The transition to secondary school is directly affected by the poor expenditure in secondary education. By helping families in Cote d'Ivoire who have children who aren't in school to establish savings and loan associations in their villages, the International Rescue Committee (RC) is removing a financial obstacle. In order to cover the direct and indirect expenses of education, members of the association are able to save money and take out small loans for economic activity.

UNICEF (2015). In rural communities in particular, parents sometimes feel pressured to put their children to work as soon as possible so that they can help support the family financially. As a result, many children do not complete secondary education. Many rural residents see dropping out of school to support their families as the natural next step, and as a result, there is less motivation to continue education past the secondary level. The societal disparities in opportunities for advancement are highlighted by this. The identical elements of the associated costs have an effect on the rates of progression from elementary to secondary education.

Ndolo and Simatwa (2016) set out to learn how the Free Secondary Education policy affected transition in the Suba and Mbita Sub-counties. The Psacharopoulos and Woodhall production function was used as a mental framework to figure out how the Free Secondary Education policy affected transition. The results showed that the policy of free secondary education had an effect on the change. The Free Secondary Education policy, on the other hand, was highly influential in medium and small schools and extremely so in large institutions. So, to save money, the government should hire more teachers, upgrade facilities, and, if possible, combine small and medium schools. The capitation fee should also go up by 100%. Based on resilience theory, this study examined the effects of a 100% transition policy on students' psychological and social

adjustment in secondary schools in Butula Sub-County. The present study used descriptive and correlational research methods, in contrast to the ex-post facto research strategy employed by the study of Mbita and Suba Sub-Counties.

In their study, Otieno and Ochieng (2020) aimed at examining the impacts of the 100 percent transition policy in the Machakos Sub County on the public secondary schools in Machakos Sub County. They also emphasized the measures, which were used to address these effects. The research employed a survey method of study which was descriptive in nature and narrowed down to 42 randomly selected Principals of public Secondary schools. Data collection techniques that were used included the study of questionnaires, interview schedules, observation guides, and documentary analysis to obtain data on principals. A descriptive and inferential statistics were used to analyze the data and the results were in tabular form. The result of the study showed that 100 percent transition strategy had a strong and powerful impact on the public secondary schools. This led to straining physical facilities, raising of teacher to student ratio, and overstretched student support services. However, schools took various steps to control the situation. It has been recommended that the government ought to enhance the association between the government and the private partners in bid to enhance the efficiency of management. Moreover, the Government needs to explore relevant and reliable ways of sustaining a 100 percent transition. Although the former study in Machakos Sub-County was narrower to look at the principals, the current study in Butula Sub-County was broader to look at the SCDE, principals, and learners.

In the study, Wangari (2012) explored the factors affecting the transition rate of students in the Murang'a East District between the public elementary and secondary education. The researcher used simple random selection to select subjects and gathered data through the respondents by use of questionnaires. The results of the analysis established that the transition rate was 76.24. Lack of financial resources or inability to afford secondary school to youngsters was the main problem

that impeded the transition rate that contributed to 84.21% of the total failure. The report recommended that there should be a higher provision of money to the education sector with particular reference being made to the funding of secondary education. This would not only include tuition fees but other associated charges like the boarding fee. This should be done through a forum that will create awareness on the issue of gender discrimination in deciding who to further on to secondary level education in homes. Nevertheless, the research did not consider such variables as self esteem of learners, anxiety of the learner and resilience of the learner. Additionally, the study carried out in Muranga East District covered both primary and secondary schools, however, the current study will only focus on the public secondary schools.

Mutea (2021) carried out a study on the association between institutional variables and strategy implementation in four counties in Kenya; that is, Embu, Tharaka Nithi, Meru, and Isiola public secondary schools. The study purpose was to determine the role of regulative pressure, cognitive pressure and normative forces in the implementation of strategies within these institutions of learning. The results showed that cognitive pressure was a significant positive predictor of the success of strategy implementation ($\text{Exp}(B)=3.96$, $p=.003<.05$), and so was institutional variables plus regulative pressure ($\text{Exp}(B)=4.433$, $p=.001<.05$). Nevertheless, it is important to acknowledge that the implementation of the strategy was not statistically significantly influenced by normative pressure. The regression coefficient ($\text{Exp}(B)$) was .664, and the p-value was .206, which exceeds the significance level of .05. In the same vein, the influence of the institutional determinants on strategy implementation was not statistically significantly moderated by mimetic pressure ($\text{Exp}(B) = .632$, $p=.565>.05$). The study suggested the following recommendations to the ministry of education: to ensure that funds are allocated promptly and in sufficient quantities for free day secondary schools, to improve the supervision of strategy execution by field officers, to provide in-service training for all school administrators on strategic management, and to establish

a support system for strategy implementation. Nevertheless, the following are the reasons why this study is distinct from the current study: Compared to the variables of this study, which include the implementation of a 100% policy as an independent variable and self-esteem, anxiety, and resilience among students as dependent variables, the variables of this study are the strategies implemented as a dependent variable, regulatory pressure, normative pressure, and cognitive pressure as independent variables. Additionally, the preceding investigation was conducted in four distinct counties: Isiolo, Tharaka Nithi, Meru, and Embu. Conversely, the current investigation was restricted to the Butula Sub-County of Kenya.

In Butula sub-County, the number of students enrolling in schools has been decreasing annually as a result of insufficient funds to pay for school fees, as reported by the sub-County director of education. However, since the introduction of the 100 percent transition policy in 2018, the number of students enrolling in secondary schools has nearly doubled. Attaining a 100 percent transition signifies that a significant number of pupils who were previously disengaged from the education system have now been successfully integrated. Efficient execution of the transition program requires the government to allocate funding towards enhancing learners' self-confidence and adaptability, while also diminishing their anxiety.

2.3. Implementation of Hundred Percent Transition Policy and Learners Self-esteem

In his study, Shulman (2012) noted that the intellectual capability and academic brilliance are rarely or not related at all in America. According to Viktor (2012), positive self-esteem has two unique benefits, which include greater motivation and emotional well-being. The effectiveness of the self-esteem enhancement lacks evidence. According to Douglas, (2010), teachers and parents are fond of the brightest or smartest students within learning institutions. The remaining ones view themselves as a failure. According to Douglas (2009), the curve grading technique is invalid. It is also quite misguided to assume the idea of grouping children in different classrooms according to

their performance and aptitude. The basis of grades should be on the ability of mastering course material, the degree of discipline in studying habits and development of great sense of self worth to enable students to endeavor in future achievements. In the event that a student fails without the teacher providing adequate support to him/her, they will develop a negative self-image and get discouraged not to re-attempt. A teacher must avoid doing anything that will make a student feel unintelligent or foolish. Instead, he must motivate him/her to excel in the academic pursuits. Although the other study has taken self esteem as a factor which triggers other variables, the present study has taken self esteem as a factor which is triggered by other factors.

The research projects aimed at studying the relationship between self-esteem and academic performance have shown that poor achievement is associated with lack of self-esteem, more precisely. Lamoureux and colleagues (2012). They are hypothesizing that self-esteem is founded on self-evaluations that often depend on external factors. An example of this is when our self esteem is boosted when we get praised about our success or when we believe that other people have a positive view about us. Self-esteem is, therefore, a vulnerable thing that is prone to changes depending on the feedback one gets. Defensive behaviour could be a protective mechanism in defence of our self-esteem when we feel that it is being threatened. Unlike weak self-esteem, true self-esteem is stable, self-motivated, and not dependent on any other variable to define how an individual feels about himself or herself. The true self-esteem contrary to a weak self-esteem is the one that promotes healthy growth and best performance. Self compassion is a very interdependent concept and very important. Self-compassion involves being kind and understanding of oneself and not judging and self-criticizing. Also, it involves recognizing our shared humanity whereby we all experience victories and failures. Mindfulness which is the ability to be aware of ourselves and not to be overwhelmed in our thoughts and feelings is included as the third component of self compassion.

Self-compassion is also found to reduce the chances of sadness, anxiety, neurotic perfectionism, and rumination in individuals. Child maltreatment has been attributed to low self-esteem, low self-compassion and external locus of control, which is the perception that external factors can control oneself and their consequences. Tanaka, et al. (2011). In its turn, it leads to the development of a chain of unfavorable effects, including increased susceptibility to emotional control challenges, suicidal ideation, anxiety, and hopelessness. The harms of self-constructs can occur at a tender age and the effects manifest into a sustained negative situation in adulthood. This leads to the necessity of both the favourable conditions to proper functioning of an individual and the necessity of prevention and intervention in childhood to deal with the negative outcomes caused by the unfavourable conditions like child abuse and/or exposure to violence. On the other hand, it has been established that a high level of self-worth, self-compassion, faith in personal capabilities, and the feeling of control over one own life contribute to resilience and help to withstand the negative impact of child abuse and other stressors.

Nevertheless, it is important to acknowledge that thus far, there has been insufficient focus on the potential impact of implementing a 100 percent transformation in Butula sub County on learners' self-esteem. Furthermore, it can be argued that there has been insufficient assessment of the influence of low self-esteem on the abnormalities in a learner's cognitive development, subpar school attendance, feelings of powerlessness, anxiety, isolation, and guilt, as well as the individual's passivity, depression, and harmful behaviour resulting from low self-esteem. Given that these negative phenomena pose a significant worry for all parties involved, including the teenager, school, and society as a whole, it is imperative that prompt responses and remedies to these problems are implemented without delay.

According to Joan (2011), the self-assessment of curriculum heads does not have an impact on academic performance in the Kenya Certificate of Secondary Education (KCSE). This suggests that an individual's level of self-assurance does not have an impact on their ability to carry out their responsibilities. Therefore, the level of self-esteem, whether it is low or high, does not have an impact on the academic achievement of learners. However, the researchers considered self-esteem as a dependent variable. Therefore, the purpose of the current study is to determine whether the implementation of a 100 percent transition can have an impact on self-esteem.

2.4 Implementation of Hundred percent transition policy and learners Anxiety

The abstract of a study published in India in 2014 by Drs. A.K. Singh and A. Sen Gupta talks about academic anxiety and its effect on the classroom performance of students. A sample of 352 children who were in a senior high school was picked at random. The data was obtained through the usage of a well-known Academic Anxiety Scale created by the renowned doctors A.K. Singh and A. Sen Gupta. The analysis of the data was performed using the standard deviation, t-test, and mean of the data as well as correlation.

The study results indicated a negative relationship between the academic performance and academic anxiety of the students. The statistical significant differences were observed in the academic performance of the students who were classified by the high and low levels of academic anxiety, and both male and female students in the high and low levels of academic anxiety. In addition, marked differences in high anxiety and low anxiety in the academic performance between male and female students were observed.

Rehman (2016) aimed to determine whether there are specific causes of academic anxiety among the higher education students and what the prevention method can be. The results of the study clearly showed that there is a myriad of potential threats to students such as personal, family, institutional, societal, and political issues, which cause anxiety in students. Clinical and non-

clinical methods are available in order to manage this anxiety. As soon as possible, it is necessary to spread information to children, parents, and teachers.

Yusuph (2016) has investigated the causes of anxiety and how it affects the academic performance of secondary school students in Domudo, Tanzania. According to the study results, physical punishment is the major cause of anxiety among children followed by school environment and talents of the students. Moreover, this problem affects quite a significant percentage of students. Also, anxiety was negatively related to academic achievement. The tendency to anxiety was more in females than in males.

The researchers in Mahajan (2015) have not established any statistically significant difference between the levels of academic anxiety among male and female pupils in secondary school. Comparing students in secondary schools between public and private schools, they have found that there was a significant difference between the academic anxiety of those students. In addition to this, he claimed that parental encouragement was strongly and negatively associated with academic stress.

A study by Singh (2015) found out that there was a positive relationship between the performance of the pupils in their academics and their moderate and low anxiety. The levels of anxiety were negatively related to each other. As compared to the male students, the female students were found to have a lot more anxiety.

The study by Shakir (2014) took into consideration the connection between academic anxiety and academic achievement with an emphasis on gender variations. The results clearly showed adverse positive relationship between academic anxiety and achievement. Anxiety levels are also gender based, as the female gender has a higher point of anxiety than the male gender. Kumar and Kumar (2014) have performed a survey among senior secondary students, and they have demonstrated

that anxiety is negatively and significantly related to academic achievement. Moreover, it was reported that the girls had a greater level of anxiety as compared to boys.

Neelam (2013) studied the impacts of academic anxiety on high school performance of pupils. Her research also indicated that students with high academic anxiety levels had low academic achievement levels. Moreover, girls, in their turn, were more anxious, although they performed better than guys in the classroom.

In their study, Mokashi, Yadav and Khadi (2012) used 330 learners in residential high school to determine the difference between male and female students in regard to their academic performance and worry. Their study revealed that there was marked difference between the level of anxiety in boys and girls with guys having much more anxiety than girls. Girls performed better at school compared to boys and this was a demonstration of the significant role played by gender in academic performance. In general, the relationship between anxiety and academic performance was negative.

Mohato and Jangir (2012) contrasted the impact of various school environments to the academic anxiety levels of adolescents in Minicoy Island. The results indicated that most of the students were anxious. Anxiety is not gender dependent. The anxiety is influenced by the environment and style of schools. It is reported that public school children tend to have anxiety more than the counterparts in private schools. The above research has focused on academic anxiety and its implications of performance in the classroom. There have been numerous researches on academic anxiety and its impact on the performance of students in secondary and tertiary education. Very little has been done to study the Muslims and non-Muslim of Aligarh.

Banga (2016) assessed the anxiety levels of 400 pupils from senior secondary schools in Himachal Pradesh. The study's findings clearly showed that boys and girls had significantly different

amounts of anxiety. Anxieties were more common in females than in boys. No statistically significant difference in academic anxiety was found between male and female secondary school pupils, according to Mahajan (2015). The level of academic anxiety among secondary school pupils from public and private schools also differed significantly. Furthermore, he asserted that there was a strong negative correlation between academic stress and parental encouragement.

Kumar and Kumar (2014) looked at high school seniors to see how academic anxiety affected their performance in the classroom. According to their research, there is a strong unfavourable relationship between the two. Moreover, it was noted that anxiety was more common in girls compared to boys. Distraction, anxiety, fear, or tension are all symptoms of academic anxiety, which is defined as a feeling of being overwhelmed by academics. Anxieties are getting in the way of the student's schoolwork. The current study set out to compare academic anxiety levels among high school seniors attending public vs. private schools in different geographic areas and with different school types. Three hundred and fifty-five students from various senior secondary schools in the Aligarh and Agra districts of Uttar Pradesh were selected as a representative sample. The level of academic anxiety among students in their last year of high school is measured using a standardized instrument that was developed by Sharma and Shakir (2019). This inquiry utilized basic statistical tools such as mean, standard deviation, and t-test. The findings revealed a significant geographical difference in the levels of academic anxiety among students in their last year of secondary school. Academic anxiety is more common among urban secondary school seniors compared to their rural counterparts. School type also has a substantial impact on students' academic anxiety in senior high school. Seniors in high school who attend private schools are more likely to suffer from academic anxiety than their public school counterparts.

In order to measure the severity of academic anxiety in high school seniors, Sharma and Shakir (2019) developed a standardized tool. The present investigation made use of t-test, standard deviation, and mean as its statistical tools. Results showed that students' levels of academic anxiety varied significantly by region in senior high school. Academic anxiety is more common among urban high school students than among their rural counterparts. The degree to which students in their final year of high school experience academic anxiety varies significantly depending on the type of school they attend. Students at public high schools tend to have lower levels of academic anxiety than their private school peers. in the many causes of illness and disability in adolescents, depression stands out.

According to research by Grover et al. (2019), Mohanraj & Subbaiah (2010), and Roy (2014), anxiety ranks as the ninth most common cause of discomfort for persons aged 15–19, and the sixth most common for those aged 10–14. According to researchers Sandal et al. (2017), World Health Organization (2020, 2021), Grover et al. (2019), Sharma (2020), and WHO (2021), the third most common cause of mortality for those aged 15–19 is self-harm or suicide .According to several studies (Elksne & Rubene, 2018; Marin & Brown, 2008; Merrell et al., 2012; Slee & Skrzypiec, 2016), schools significantly influence students' mental and physical health as well as their character development and outlook on life.

Many studies have highlighted the primary role that the pandemic lockdown has taken (Bonal and Gonzalez, 2020; Rundle et al., 2020; Srivastava et al., 2020; UNESCO, 2021; Van Lancker and Parolin, 2020). Many studies have revealed that the primary source of stress among adolescents is school-related. Such works are those by Chellamuthu and Subramanian (2017), Gupta (2020), Jayanthi et al. (2015), Kaur (2012), Rentala et al. (2019), Sandal et al. (2017), UNICEF (2019b), and Venkatachalam and Chellamuthu (2019). Mental illnesses like depression, anxiety, and suicidal thoughts are more prevalent in periods of uncertainty, as it is the case with the pandemic

at the moment (Nursalim et al., 2021). The recent studies have demonstrated that this is the case (Jayanthi et al., 2015; Mohanraj and Subbaiah, 2010; Sandal et al., 2017; Sharma and Shakir, 2019). The studies indicate that moderate levels of anxiety have a positive impact on the academic performance of the students, but the level of anxiety is again reduced to a nosedive when it rises past a certain level (Chellamuthu et al. et al., 2017; Deb et al., 2014; Gupta, 2020; Jayanthi et al., 2015; Kaur, 2012; Nagel and Sharma, 2018; Prabu, 2015hnn; Rental et

Academic anxiety levels among high school seniors differ significantly by region, according to research by Sharma and Shakir (2019). Academic anxiety was more prevalent among urban high school pupils than among their rural counterparts. Academic anxiety is not significantly different amongst students in grades 9 and 10. 4th, to find out if there's a connection between where secondary school pupils live and academic anxiety. A student's academic performance might be negatively affected by academic anxiety. It is possible for parents and educators to learn to recognize the signs of anxiety in their students. Teachers and parents can help teenagers cope with anxiety and avoid more serious scholastic problems by starting them on the path to self-management at a young age. Anxiety can worsen and impact people's lives in a more detrimental way as time goes on. Early identification of academic anxiety can help... Exhibit complete abstract Check out the complete study Findings Available in its entirety. Analysing the factors that impact the academic achievement of high school seniors. November of the current year Sonal Sharma was the article titled "Procedia – Social and Behavioural Sciences" and was published in Volume 8 of the journal in 2010.

2.5 Implementation of Hundred Percent Transition Policy and Learners Resilience

Novotny and Kremenkova (2016) found that resilience is a good predictor of academic achievement for at-risk youth, lending credence to the argument that there is a strong link between resilience and academic performance. But it was not enough for the researchers to only find a

correlation between resilience and academic success. Additionally, they are interested in exploring the elements that impact the partnership. Indicatively, Novotny and Kremenkova (2016) examined the variables that affect academic achievement, based on the concept of resilience, through regression analysis. The care, worry, and assistance of parents, the feelings of children of safety in the family, were established to influence the quality of relationships between children with their caregivers. Consequently, the protective characteristics identified are influential of academic achievement, which consequently positively influences self-concept, self-efficacy, and self-esteem of adolescents (Banatao, 2011). These parameters are considered important in the measurement of resilience and also correlated well with academic achievement as observed by other researchers, Rao and Krishnamurthy (2018), Mwangi et al. (2015), and Arif and Mirza (2017). The proposed study employed content analysis to establish the effect of one to one transition on resilience of students in public secondary schools in Butula sub-County, Kenya, compared with regression analysis that was applied in the above researches.

Moreover, Kuyper (2014) has also given emphasis to the role of extraneous variables concerning academic achievement in her dissertation. As she points out in her research, girls tend to exhibit resilience more than boys, and students who have had supplementary educational support at school tend to display resilience as compared to students who have not been offered such support at school. Actually, male resilience is higher than female one, as it is stated in the research conducted by Sarwar et al. (2010). Due to the paradox, this study further excavates the impact of complete transition to the resilience of the male and female students in secondary schools in the Butula sub County of Kenya.

Delestre (2016) and Norris (2014) took the issue of resilience and academic performance further. The results showed that people who had intrinsic characteristics, positive friends, and role models

were more inclined towards the attainment of academic success. Therefore, the findings demonstrated that the respondents could manage stressful events by utilizing external resources like family, friends and counsellors at school. Sarwar et al. (2010) and Zuill (2016) did not find statistically significant correlation between resilience and academic achievement though. Even though resilience was also an independent variable in the two previous studies mentioned above, it will be utilized as a dependent variable in this study.

Similarly, Solomon (2013) provided evidence in favour of the idea that resilience and academic achievement are mediated by certain characteristics. She discovered a favourable association between resilience and academic achievement and stated that it is critical to understand the characteristics associated with academic achievement in order to improve students' performance. She did find that students who were very resilient had a lower perception of stress, and that the two variables, when combined, were a better predictor of students' reported academic success than either variable alone.

The current body of research provides credence to the idea that resilience and academic achievement are strongly associated (Mwangi et al., 2015). Previous study on these variables, however, does not allow for extensive inferences or predictions. In light of this, Arif and Mirza (2017) devised an outcomes study to investigate the relationship between resilience and academic achievement.

Two studies conducted in a row by Arif and Mirza (2017; 2018) demonstrated that resilience significantly impacts academic performance. Students who are on the verge of failing were the focus of their intervention program. Students that participated in the Resilience intervention program outperformed their non-participating peers on scholastic reports and other measures of academic performance. A program to help students who lack resilience and are at danger of failing

academically in secondary school was created and implemented by Arif and Mirza (2018). Sixty-four (64) students participated in an activity-based program called a Resilience module to help them become more resilient. They were split evenly between an experimental group of 32 students and a control group of 32 students. The results showed that compared to pupils who did not receive intervention training, those who did have greater improvement on the overall resilience exam. In a more encouraging classroom setting, the treatment group children outperform their control group counterparts academically. Consequently, it is the responsibility of the school's educators to reduce the likelihood of students' academic failure and subsequent dropout.

Arif and Mirza (2017) and Mirza (2018) found that teachers play a crucial role in helping their students develop resilience. Students who participated in the Project Excel program with the resilience intervention showed no significant improvement in academic performance when compared to first-year students who did not participate in the program. This finding is consistent with Britton's (2018) re-evaluation of resilience's effectiveness in raising academic performance.

This study aimed to determine the impact of a 100% transition policy on the resilience of secondary school students, in contrast to the aforementioned research that focused on the relationship between resilience and academic achievement. Not only that, but not a single study was conducted in the Butula sub-County of Kenya.

Zull (2016) conducted a study to investigate the potential role of individual resiliency factors, as measured by the Resilience Scale (RS), in the academic success of Bermudian foster care adolescents, a population that had not been previously examined in the literature. Foster care teenagers are at risk of academic vulnerability; further empirical research is needed to identify the factors that influence this population's academic performance. The idea of resilience is a paradigm for thinking about development with an optimistic lens. The goal of this research was to better

understand the connection between resilience and academic achievement among 51 Bermudian teenagers who were in foster care and enrolled in Bermuda public schools. To determine the academic success of the participants, we utilized achievement scores and grade point average (GPA). The correlations were examined in this study utilizing a non-experimental correlational methodology that made use of multiple regression. There was a positive correlation between resilience and reading achievement that was statistically significant, but no correlation between resilience and math achievement or grade point average. Finding a favourable correlation between resilience and reading should prompt officials to rethink their approach to schooling and place a greater emphasis on helping at-risk teens in Bermuda Public Schools improve their reading abilities. While that study was carried out in the United States, the present study was carried out in schools in Butula sub-County, Kenya. Also, this theory only made use of a correlational research methodology, whereas our study will make use of a descriptive research strategy in addition to the correlational one.

Leahy (2012) conducted research to find out how teachers deal with stress and what factors help them stay resilient. Adult resilience, and teacher resilience in particular, has received less attention than resilience in children. The purpose of this research is to add to our knowledge of what makes it possible for educators to build and maintain resilience on the job. If we want to know what makes teachers resilient and how to keep it up throughout their careers, we need to take a look at both within and outside of the classroom. The difficult lives of educators working in low-income schools in urban areas are the primary focus of this research. A technique involving multiple methods was chosen. Ten teachers who agreed to participate in the study and were considered resilient by the principal were interviewed after a territory map was created using a questionnaire. Data was also gathered by having them recall important events from their teaching careers. While peers, students, and loved ones all play a part in building and maintaining resilience, the results

highlight the principal's position as crucial. In order to build and maintain resilience within the school organization, we have identified certain recommendations. Contributing to the ongoing discussion on teacher effectiveness and retention, the study deepens our comprehension of the complexities of teachers' professional life. Nevertheless, this research differs from the current study in that the former was conducted in London, whereas the latter was conducted in Butula Sub-County, Kenya. The present study will centre on secondary school students, in contrast to the previous one, which centred on teachers.

Arastaman and Bala (2013) looked at the resilience of Turkish high school students and found that, according to the students themselves, there are a number of protective factors, including a positive school climate, supportive teachers, and the encouragement of family and friends. Among the important components of resilience, 509 students from 24 general and Anatolian high schools in the central districts of Ankara rated their own sociability, communication skills, and determination higher than their own self-efficacy, hope, and problem-solving abilities. Students' judgments of their own resilience were significantly correlated with factors such as gender, grade level, fathers' educational level, family income, GPA, and absences. The most significant demographic characteristics that influence student resilience were grade point average and absenteeism. Furthermore, students' perceptions of support from their families and classmates were crucial predictors of their resilience, and the results showed a strong relationship between the two. There is a difference between this study and the present one in that the former was conducted in Turkish schools and the latter in Kenyan ones; more specifically, in Butula Sub-County.

Mwangi et al. (2015) conducted a study to investigate the correlation between academic resilience and academic achievement among students in secondary schools in Kiambu County. An approach

based on descriptive correlation was used. There were 390 pupils from Form 3. A demographic form and the 2007 version of the California Healthy Kids Survey—Module B were used to gather data. From the school performance records, academic achievement was deduced. Two primary methods for analysing the data were regression analysis and Pearson's product-moment correlation coefficient. Research showed that there is a strong and favourable correlation ($r(388)=0.68, p<0.05$) between academic resilience and academic accomplishment. Implications for practice and future research are addressed, and the results are examined. The present study differs from the aforementioned one in that it was conducted in Butula Sub-County, Busia County, rather than Kiambu County. Also, although previous study looked at students in Form 3, the present study looked at kids in Form 1.

Msyimi (2014) researched the prevalence of affective disorders among Kenyan schoolchildren, the factors that predict their occurrence, and the connection between these illnesses and resilience. Secondary data were culled from a cross-sectional survey that had 23 randomly selected schools in Kenya administer the Youth Self Report (YSR) and a socio-demographic questionnaire. In our investigation, 22,261 children and adolescents were included, spanning from standard five to seven. We included 2261 youngsters in our investigation with an average age of 12.66 years (ranging from 10 to 18 years). Among school-aged children, 14% experienced emotional difficulties, and 12.8% exhibited symptoms of many prevalent mental disorders. According to binary logistic regression, the risk of having an affective disorder was higher for male gender, mothers' job status, being older for a certain grade, living in a peri-urban location, and having parents who were divorced or separated. .

Affective disorders are prevalent among children and adolescents, in conclusion. This study's results show that resilience is a strong negative indicator of mood disorder. Thus, it is essential to promote resilience in children and adolescents from an early age, particularly in the context of

schools and households, in order to lessen the prevalence of affective disorders and psychiatric comorbidities and forestall their negative consequences as they enter adulthood. Nevertheless, this study differs from the present one in that it centred on secondary school students rather than primary school students.

Ndura (2014) sought to identify what drives elementary school pupils in Kenya's Kibera slums to do well on a national exam, even when their immediate surroundings do not lend themselves to academic achievement. Presently, in Kenya, secondary school enrolment is allocated based on national exams; however, passing the Kenya Certificate of Primary Education remains a crucial criterion for a child's eligibility to attend secondary school, regardless of the unique circumstances confronting each applicant. All primary school pupils in Kenya are required to take the same national tests, regardless of their family's socioeconomic status or the circumstances in which they were born and raised. It is possible for some children from low-income homes to achieve the same level of success as their more privileged peers. The participants in this study were students from the Kibera slum in Kenya who had completed primary school and achieved academic success. According to the study's author, every organization needs a foundational strength upon which it can improve the lives of its constituents. Children who had finished elementary school were the primary focus of the researcher. These students will talk about how they overcame obstacles in their schooling with the help of their families and the school community. Utilizing resilience theory and the idea of "positive deviance," the study investigated the resiliency of high-achieving students. I utilized personal narratives in my interview questions and utilized an Appreciative Inquiry approach to craft them in a way that would elicit the students' strengths. According to the study's results, students' resilience was helped along by influential people in their lives, such as instructors, motivational speakers, and young church leaders. Religion and spirituality, according to the participants, are the most essential factors in helping pupils develop

resilience and determination, which in turn helps them form their identity, even though they are living in a difficult situation.

The present study differs from the aforementioned one in that it was carried out in the Butula Sub-County of Kenya, as opposed to the Kibera slums of Kenya. In light of the disturbingly high rates of mental health problems among young people, Morewood (2017) argues that all schools should prioritize creating a global culture of resilience. Because of this, Karanja (2019) surveyed 414 kids in Kisumu County, Kenya, from grades one and two, to determine their resilience levels. The students ranged in age from thirteen to eighteen. This study examined the determinants of resilience and deviant behaviour in Kisumu County through a correlational research approach. In order to compare the levels of resilience with self-reported levels of suicidal thoughts and risk of violence, the study aimed to determine the levels of resilience among students in both rural and urban schools of Kisumu County. The data on resilience was collected using a questionnaire that was an adaption of the Child Youth Resilience Measure. On the other hand, data on suicide and violence were gathered using independent questionnaires. Overall, the study found that the resilience levels of Kisumu County teenagers were satisfactory. There was a minimal association between resilience and deviant behaviours (suicide and violence) among students, and the levels of resilience were lowest among male adolescents from rural locations. On the other hand, this idea differs from the present study in the following ways: first, although the former took place in Kisumu County, the latter will be based in Butula Sub County, Busia County.

2.6 Summary Literature Review

This section conducted a literature review on the implementation of the 100 percent transition policy, with a particular emphasis on the resilience of learners, the teaching of anxiety, and the self-esteem of learners.

This study aimed to examine the effects of the 100 percent transition policy on students' anxiety, resilience, self-esteem, and anxiety levels in public secondary schools in Butula Sub County, Kenya. According to the research analysed in this chapter, there are a lot of gaps in the present study. For instance, except for Butula sub-County, Kenya, the research was carried out in other sub-counties. Every one of the studies that were looked at used different tools to measure the research variables. The utilization of the Internal-External Scale to measure locus of control and the Semantic Differentiated Scale to assess self-concept in specific studies inevitably led to variations in the findings.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents details regarding the target population, sample selection and sampling strategy, research instruments, the validity and reliability of the instruments, data collection protocols, data analysis techniques, and ethical considerations.

3.2 Research Design

Both descriptive and correlation survey designs were employed. Orodho (2012) defines a descriptive survey as a data collection strategy that involves interviewing or administering a questionnaire to a specific sample. The chosen design was considered suitable for the study since it allowed the researcher to gather, analyse, and present information in its natural state without altering the variables being studied. This design facilitates the researcher in describing the characteristics of a specific phenomenon in a methodical and precise manner, enabling them to draw conclusions and make generalizations about the overall population. Inferential statistics were computed. The hypothesis was tested using simple linear regression analysis. In his work, Yikai (2020) provides a rationale for utilizing basic linear regression models to examine the impact of an independent variable on the dependent variable in a research investigation.

3.3 Location of Study

The study was conducted in public secondary schools in Butula Sub County. Butula Sub County is one of the seven sub counties in Busia County whose inhabitants are majorly Marachi speakers, a sub tribe of the Luhya people of Kenya. The main economic activity in Butula Sub County is small-scale farming; they grow crops such as maize, beans, millet, sorghum, cassava, arrow roots, sweet potatoes, bananas, groundnuts among others.

Butula sub-County has 68 Public Primary schools with a population of 4,800 KCPE candidates against 28 public secondary schools that can only accommodate 3,100 Form ones (SCDE, Butula Sub-County,2020). This creates a crisis since despite the government's push for implementation of 100 percent transition policy, the learning space and the teaching and learning resources in this Sub-County remains unchanged and therefore this leads to congestion and strain on the limited available resources hence affecting learners' self-esteem and resilience. To worsen the situation, it was likely that almost all the candidates who sit for KCPE in the primary schools in the sub-County plus those in the neighbouring sub counties are likely to join the Public Secondary Schools in the very sub-County. This has prompted the researcher to conduct research on the Implementation of 100 percent transition policy and the psychosocial adjustment of learners in Public Secondary Schools in Butula Sub County, Kenya in terms of learners' self-esteem, anxiety and resilience.

3.4 Study Population

The study targeted all 28 public secondary schools in Butula Sub County. The target population was 28 public secondary school principals, 3206 form two students and one Sub County Director of Education (SCDE), Ministry making a total target population of 3235.

3.5 Sampling Techniques and Sample Size

This section contains the sampling procedures that were used to select the sample as well as the sample size of the study. A sample size of 311 respondents was selected from a target population of 3235.

The County education office in Butula Sub County was requested to provide a comprehensive list of all the schools. The researcher then employed stratified random sampling to choose 10 schools for the study. The researcher employed this strategy to ensure the acquisition of a sample that

accurately reflects the total population under study. The stratification was conducted based on the categories of school and gender.

The SCDE and 10 principals of the 10 schools were purposively selected because the researcher only required specific information from the sampled subset. This enabled the researcher to gather qualitative responses which led to better insights and more precise research results. Determination of sample size for the form two students was done by use of Yamane (1967) formula. Several researchers advocate for use of Yamane formula in determination of sample size for survey studies (Jhantasana, 2023; Huang *et al.*, 2023; Adikeibe *et al.*, 2023; Hasan, & Kumar, 2024). Abdulrazaq *et al.* (2024) also advocate for the use of Yamane the formula for the determination of sample size in survey research. The Yamane formula is therefore described as follows:

$$n = \frac{N}{1 + N(e)^2} = \frac{3206}{1 + 3206(0.055)^2} = 299.68 \approx 300$$

Where:

n - required responses (sample size)

N – Total population

e – Acceptable sampling error (5.5%)

This implies that are total of 300 form two students were sampled in the current study. After determination of the sample size, the following step was to conduct stratified sampling to ensure a proportionate number of respondents per strata (single sex schools and mixed schools). Finally, simple random sampling was applied to ensure that each of the participants stood an equal chance of being drawn into the study sample. Accordingly, the summary of different sampling techniques is presented in Table 3.1.

Table 3.1: Target Population and Sample Size

| Description | Target Population | Sample Size | Sampling Design |
|--------------------|--------------------------|--------------------|------------------------|
| Principals | 28 | 10 | Purposive |
| Form two students | 3206 | 300 | Simple random sampling |
| SCDE | 1 | 1 | Purposive |
| Total | 3235 | 311 | |

3.6 Instruments of Data Collection

The research tools utilized in the current study were questionnaires, interview schedule and observation guide. Matula et al. (2018) discovered that a questionnaire can easily collect quite a large volume of information in a relatively brief time frame. One of the methods to be chosen in the current study is a questionnaire because it is relatively simple and cost-effective regarding construction and administration to a large sample. Two sets of questions were provided to the respondents. One of the sets will be that of the principals and the other of Form 1 students. In the questionnaires, which were given to the principals, there was a mixture of both closed and open-ended items, but the ones distributed to students had only closed questions. The initial part of the questionnaire would involve the background data about the school and the individuals involved in the survey. Part 2 of the questionnaire dealt with the self-esteem of the learners, part 3 dealt with anxiety of the learners, and part four dealt with the resilience of the learners.

A structured interview schedule was used in order to obtain detailed data of the main source, which was the Sub County Director of Education (SCDE). The use of interview schedule will

contribute to the validity and credibility of observed data (Lindlof and Taylor). The interview was more concentrated on various areas of subject, such as background information of the respondent and self-esteem of learners, the anxiety of the learners and the resilience of learners.

3.7 Pilot Study

The pilot study was conducted to eliminate the risks of the research being affected by some critical deficiencies that may prove to be time-consuming and expensive (Polit and Becky, 2017). The two schools were not included in the primary study, the researcher evaluated the reliability and validity of the instruments.

The first step to be taken was to select a representative sample of 31 respondents in two schools within the study area, which is 10 percent of the sample size of the main study, to conduct a pilot study regarding the effect of 100 percent transition policy in schools on the psychological adjustment of learners. This sample consisted of school principals, form one students of respective schools and sub-county director of education (SCDE). It was followed by the development of data collection instruments (questionnaires and interview guides) and pre-test to guarantee validity and reliability. Pilot study was carried out by giving the respondents in the sample the instruments and collecting information on their experiences and perceptions. It was followed by data analysis to state whether there was a problem with the study design like ambiguous questions or logistical problems and validity and reliability. The results were applied in streamlining the methodology and instruments to be used in the actual research so that the research study is strong and efficient.

3.7.1 Validity

The researcher performed a pilot study in which pre-testing on two schools in the research area was carried out to test the instruments. The pre-test was also important as the researcher was able

to identify the instruments that required fixing, and consequently, could determine the ambiguity of the questions by examining the responses. The instruments were then revised in order to improve their validity and quality. To achieve the validity of the sources, the researcher consulted with the supervisors to seek their advice.

3.7.2 Reliability

The instruments utilized must possess a high level of reliability, dependability, accuracy, and appropriateness. This was improved via the process of piloting. Mugenda and Mugenda (2012) state that the accuracy of acquired data can be compromised by errors resulting from either the imprecision of data collection tools or the respondents' attitudes. Researchers often use the test-retest method to cut down on these mistakes and make their findings more reliable.

The questionnaires developed for the study were distributed to the students in the pilot programs. Using the method for Pearson's Product Moment Correlation coefficient, the researcher was able to compute the reliability coefficient and compare the two test scores. Credibility is determined by a correlation coefficient that falls within the range of 0.7 to 1.

3.8 Data Collection Procedures

The researcher acquired an introductory letter from Masinde Muliro University of Science and Technology. Subsequently, the researcher acquired a research permission and an authorization letter from the National Commission of Sciences, Technology, and Innovation (NACOSTI). Subsequently, the researcher sent the authorization letter to both the County commissioner and the County director of education, seeking additional consent to carry out the study in Busia County. The researcher provided a letter of introduction from Masinde Muliro University of Science and Technology, together with an authorization letter from the County Director of Education, to the principals of the selected schools. The researcher explained the objective of the

study to the administrators with the intention of obtaining consent for the participation of teachers and students in the study, as well as to assess the physical infrastructure of the school. The researcher disseminated the questionnaires to the participants and furnished them with instructions on how to fulfil them. The participants were allotted a duration of two weeks to complete their questionnaires. The researcher collected all of the questionnaires once the two-week period ended.

3.9 Data Analysis

Quantitative and qualitative data were collected using questionnaires and interview schedules. The field questionnaires were verified for accuracy and comprehensiveness. The questionnaires that were left unfilled were considered invalid. The software program used for analysing descriptive statistics of quantitative data was SPSS version 21. The analysed data was presented as graphs, charts, and frequency tables. The hypothesis was evaluated by the utilization of simple linear regression analysis. Yikai (2020) justifies the use of basic linear regression models to examine the influence of an independent variable on a dependent variable in a research project. Regarding this, the following equation for regression was suggested to connect the study's dependent and independent variables:

$$Y = \beta_0 + \beta_i X_i + \epsilon_i$$

Where:

Y- Dependent variables of the study (self-esteem, anxiety and resilience)

X_i - Implementation of 100% Transition Policy

β₀ - Constant term of the model

β_i - Regression coefficients for implementation of 100% transition policy

ϵ_i - Random error term

The research questions informed the qualitative content analysis that was used to organize the data collected from in-depth interviews and open-ended questions into themes and patterns. Using codes that were manually assigned by the researcher, themes and groups were constructed. Because of this, the researcher was able to identify and classify the data into several separate groups.

Table 3.2: Summary of data analysis and presentation as per the specific objectives of the study

| Specific objectives | Independent variables | Dependent variable | Data analysis technique |
|--|---|---|--|
| To establish the influence of hundred percent transition policy on self-esteem of learners in public secondary schools in Butula Sub-County, Kenya | Hundred percent Transition Policy <ul style="list-style-type: none"> • Admissions • enrolments | <ul style="list-style-type: none"> • Learner’s self-esteem in public secondary schools in Butula Sub-County, Kenya | <ul style="list-style-type: none"> • Mean: The average (mean) self-esteem result of the learners gave an insight into the general level of self-esteem. A mean self-esteem score in a group of students served as a measure that enabled the evaluation of the effect of the policy on self-esteem, which is either positive or negative. • Standard deviation: The standard deviation is the measure of variability or dispersion of self esteem scores. The high standard deviation implies that the levels of self esteem among learners are varied. It came in handy to determine whether the policy has a consistent impact on self-esteem or there exist differences. • Simple Linear Regression: It is going to be used to examine the relationship between transition policy (independent variable) and self-esteem scores (dependent variable). The regression |

| | | | |
|---|---|---|--|
| | | | coefficient was used to show the direction and strength of this relationship. |
| To determine the influence of hundred percent transition policy on the anxiety of learners in public secondary school in Butula Sub-County Kenya. | Hundred percent Transition Policy <ul style="list-style-type: none"> • Admissions • enrolments | Learners anxiety in Butula Sub-County ,Kenya | <ul style="list-style-type: none"> • Mean: Just like self-esteem, the determination of the mean score of anxiety was to demonstrate the overall effect of the policy on the level of anxiety among learners. • Standard Deviation: The evaluation of the standard deviation of anxiety measures was used to comprehend the differences in the levels of anxiety. The high variability can indicate that the policy has varying impacts on the anxiety in the students. • Simple Linear Regression: was used to investigate the relationship between the transition policy and anxiety. The regression outcomes revealed the existence of a significant impact of the policy on anxiety. |
| To establish the influence of hundred percent policy on the resilience of learners in Butula Sub-County, Kenya | Hundred percent Transition Policy <ul style="list-style-type: none"> • Admissions • enrolments | Learners Resilience in Butula Sub-County, Kenya | <ul style="list-style-type: none"> • Mean: the mean resilience score was employed to know the general effect of the policy on the resilience of learners. • Standard Deviation: the variability was examined via analyzing the standard deviation of resilience scores. The smaller standard deviation was an indicator of uniform influence on resilience. • Simple Linear Regression: This is employed to investigate the policy and |

| | | | |
|--|--|--|--|
| | | | resilience relationship. The regression coefficient showed the direction and the strength of the relationship. |
|--|--|--|--|

3.10 Ethical Considerations

The researcher approached the office of the SCDE, where he described the objectives of the study, in a bid to receive approval to carry out the research within the public secondary education institutions. The researcher gave every participant a thorough explanation of the purpose and nature of the research before engaging them in the study as well as requesting the learners to take part in the research on a voluntary basis. The researcher guaranteed the respondents of confidentiality. Moreover, the researcher ensured that the information provided by respondents would not be identified by their names by asking them not to sign the survey with their names. Establishment of rapport between the researcher and school instructors was a human relations issue, hence the instructors assisted in the administration of the instruments.

Also, the researcher ensured that the participants were aware of the objectives of the research. Neither the researcher nor the study subjects mentioned that they would present the findings to each other after the research had been completed.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter focuses on data presentation, interpretation and discussion of the findings with regard to study objectives. The demographic variables are also included.

4.2 Response Rate

Response rate is the proportion or percentage of potential survey participants who return fully completed surveys. The response rate for the current research is displayed in Table 4.1.

Table 4.1: Response Rate

| Category respondents | of Number of instruments distributed, <i>n</i> | Number of respondents | |
|-------------------------|--|-----------------------|-------|
| | | <i>N</i> | (%) |
| Students | 300 | 297 | 99 |
| Head teachers | 10 | 10 | 100 |
| Total | 310 | 307 | 99.03 |

Table 4.1 indicates that out of the 300 questionnaires distributed amongst the students, a total of 297 were returned translating to 99% response rate. For the head teachers' interview guides, out of the 10 schools that were considered in the current research were returned and therefore translating to 100%. The average response rate was therefore 99.03% which was considered high enough to make meaningful generalizations from the collected data. Some studies propose a

response rate of over 85% as appropriate in order to draw meaningful findings from survey research (Hopkins, Richardson & Kuiper, 2021).

4.3 Demographic characteristics

Descriptive analysis comprised use of frequencies, percentages, charts, and tables measures of central tendency and measures of dispersion. Accordingly, the first demographic to be analysed descriptively was the gender of the students as presented in Figure 4.1.

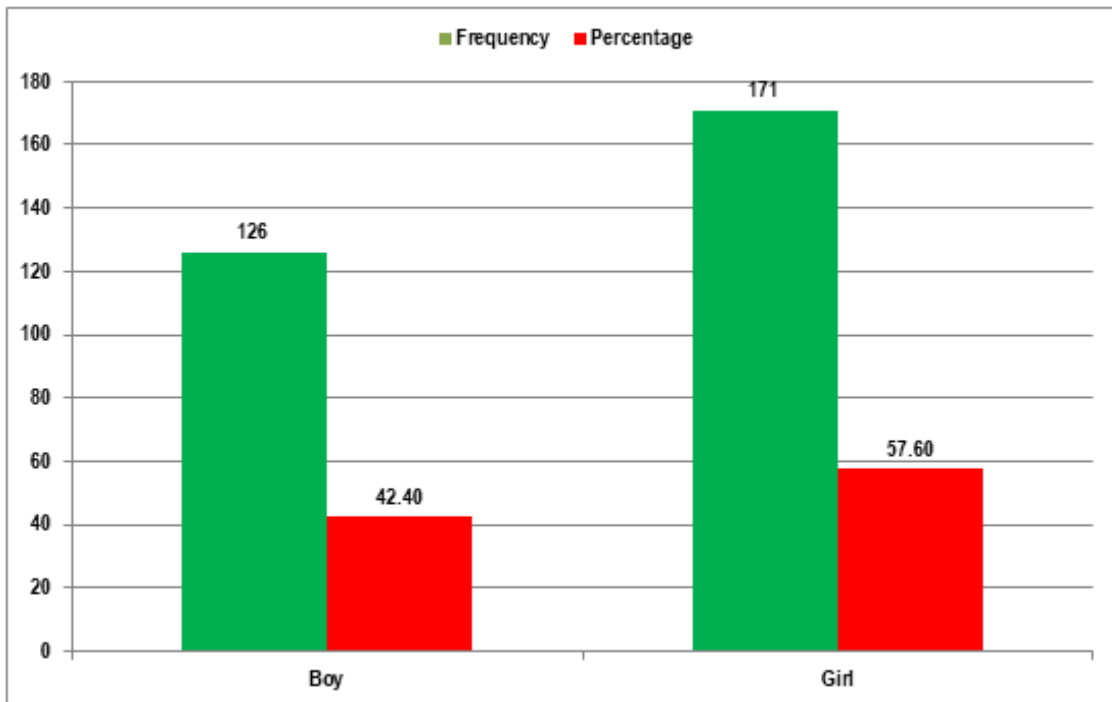


Figure 4.1 Gender Distribution of the Respondents

Figure 4.1 illustrates that female students exhibited a greater willingness to share information regarding psychological adjustment than their male counterparts, with a higher percentage of girls (57.6%) compared to boys (42.4%), indicating that the number of girls surpassed that of boys by just over 15%. Sánchez-Teruel, Robles-Bello, and Valencia-Naranjo (2021) acknowledge the influence of gender on psychological adjustments among students, observing that women

exhibited higher levels of resilience compared to men, likely attributable to their elevated self-efficacy. Given that the current research did not aim to investigate the differences in self-adjustment between boys and girls, the observed 15% disparity is unlikely to substantially impact the findings or their broader implications..

Table 4.2: Age category of the respondents

| Age category | <i>N</i> | % |
|--------------|----------|------|
| 12-15 | 40 | 13.5 |
| 16-19 | 249 | 83.8 |
| 20-25 | 8 | 2.7 |

Apparently, a large proportion of the respondents were aged between 15 to 19 years 249(83.8%). Cumulatively, over 97% of the sampled students were teenagers between the age of 12 and 19 years. This implies that majority of schools that participated in the study enrolled students at a relatively young age. Bender *et al.* (2019) identifies age of the students as an important factor in the analysis of their psychological adjustment. Ellis, Dumas, and Forbes (2020) particularly paid attention on the issue of age in a study focusing on the adolescents and how they were affected by psychological adjustments, an age category which was also predominant in the current research. Further descriptive analysis was conducted on each of the independent and dependent variables and the population of the sampled schools and the results are presented in Table 4.3.

4.4 Descriptive Statistic

The data was analysed descriptively as indicated below

Table 4.3: Descriptive Analysis

| Variable | Mean | Standard deviation | Minimum | Maximum |
|-----------------------------|-------------|---------------------------|----------------|----------------|
| Independent variable | | | | |
| School population | 610.10 | 512.17 | 160 | 2,000 |
| Dependent variable | | | | |
| Self-esteem | 21.95 | 4.01 | 10 | 35 |
| Anxiety | 23.01 | 5.72 | 11 | 44 |
| Resilience | 25.78 | 6.22 | 12 | 46 |

The result indicates that on average, the student population in the sampled schools was 610 ($M = 610.10$, $SD = 512.17$). For the dimensions used in measuring psychological adjustment which is the dependent variable, the mean value was the highest for resilience ($M = 25.78$, $SD = 6.22$). This implied high tendency amongst students to agree with the statements presented to them in the questionnaire on the aspect of resilience. Comparatively, this was not the case for self-esteem as the lowest mean value of the Likert scores was recorded for this variable ($M = 21.95$, $SD = 4.01$). As such, it can be inferred that psychological adjustment of the selected students was more manifested in terms of resilience than anxiety and self-esteem.

Furthermore, it was apparent from the findings that the highest value of the standard deviation was associated with the resilience of the students implying that high level of variance in the scores given by the respondents on the Likert scale instrument. Conversely, the least value of the standard deviation was associated with self-esteem, implying low variance or more consistent scores by the sampled students on the Likert scale on this variable.

Additional descriptive analysis was conducted for the statements measured on Likert scale relating to the three dimensions of psychological adjustment and terms results related to self-esteem were presented in Table 4.4.

4.5 The influence of implementation of 100% transition policy on self-esteem of the learners in public secondary schools in Butula Sub County.

The first objective of the study was to establish the influence of implementation of 100% transition policy on self-esteem of the learners in public secondary schools in Butula Sub County. Data on the findings were presented in percentages in Table 4.4

Table 4.4: Descriptive Analysis for Self-esteem

| Statement | SA | A | D | SD | Mean | Std. Dev |
|---|----------------|----------------|---------------|----------------|------|----------|
| Satisfied with myself on what goes on in school | 41.8% (124) | 37% (110) | 11.1% (33) | 10.1% (30) | 1.9 | 0.962 |
| Occasionally, I believe that I am lacking proficiency in my academic pursuits. | 22.2% (66) | 29.6% (88) | 28.6% (85) | 19.5% (58) | 2.45 | 1.042 |
| I believe I have a variety of good qualities as a student. | 45.5% (135) | 34.3% (102) | 14.1% (42) | 6.1% (18) | 1.81 | 0.897 |
| Am unable to do things as well as most other students in classroom | 24.9% (74) | 27.3% (81) | 22.9% (68) | 24.9% (74) | 2.48 | 1.118 |
| I believe I have plenty to be proud of as a student. | 55.9% (166) | 24.2% (72) | 8.8% (26) | 11.1% (33) | 1.75 | 1.016 |
| I certainly feel useless at times being in school | 8.4% (25) | 12.1% (36) | 21.5% (64) | 57.9% (172) | 3.29 | 0.978 |
| I believe that I possess a sense of self ((worth, equal to or above that of my peers. | 32% (95) | 29.6% (88) | 17.5% (52) | 20.9% (62) | 2.27 | 1.122 |
| I think I have more respect for myself and others | 59.3% (176) | 34.7% (103) | 4.4% (13) | 1.7% (5) | 1.48 | 0.663 |
| All in all am inclined to feel that I have little of success in my academics | 21.2% (63) | 34% (101) | 22.2% (66) | 22.6% (67) | 2.46 | 1.062 |

| | | | | | | |
|---|----------------|---------------|---------------|---------------|------|-------|
| I take pride in myself in whatever I do in classroom | 38.4% (114) | 33.3% (99) | 13.1% (39) | 15.2% (45) | 2.05 | 1.059 |
|---|----------------|---------------|---------------|---------------|------|-------|

As Table 4.4 depicts, a large percentage of the students were of the opinion that they had more respect for themselves and others, 176(59.3%). Additionally, a large number of the sampled students felt that they had much to be proud of as a student, 166(55.9%). These sentiments were also shared by a high number of the students who were strongly in disagreement with the fact that they felt useless at times being in school, 172(57.9%). Accordingly, the findings are indicative of the nature of high self-esteem held by the students in the sampled schools.

4.4.1 Inferential analysis on influence of implementation of 100% transition policy on self-esteem of the learners in public secondary schools in Butula Sub County.

To further address the first objective, the research hypothesis is stated as follows: Ho1: There is no significant influence of the implementation of the 100% transition policy on the self-esteem of learners in public secondary schools in Butula Sub County. A simple linear regression analysis was conducted to evaluate the hypothesis. The results are presented in Tables 4.5, 4.6, and 4.7.

Table 4.5: Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .073 ^a | .005 | .002 | 4.008 |

a. Predictors: (Constant), Implementation of 100% Transition Policy.

Table 4. 5 indicates that there is a relatively weak positive relationship between self-esteem and implementation of 100% transition policy and self-esteem of the learners of esteem of the learners, $R = 0.073$. Additionally, the model summary indicates that self-esteem can be explained by

implementation of 100% transition policy $R^2 = 0.005$. In order to check the goodness of fit of the model, analysis of variance (ANOVA) test was conducted, and the results summarised in Table 4.6.

Table 4.6: ANOVA^a

| Model | | Sum Squares | of df | Mean Square | F | Sig. |
|-------|------------|-------------|-------|-------------|-------|-------------------|
| 1 | Regression | 25.089 | 1 | 25.089 | 1.561 | .212 ^b |
| | Residual | 4740.049 | 295 | 16.068 | | |
| | Total | 4765.138 | 296 | | | |

a. Dependent Variable: Self-esteem

b. Predictors: (Constant), Implementation of 100% Transition Policy.

The results in Table 4.6 suggest that the model did not significantly predict the outcome variable, $F(1,295) = 1.561$, $p > 0.05$. This was followed by regression coefficient table which provided information related to how a self-esteem of the learners was predicted by implementation of 100% transition policy in the sampled to schools. This information is summarized in Table 4.7.

Table 4.7: Coefficients^a

| Variable | Unstandardized coefficient | | Standardized coefficient | t | Sig |
|----------|----------------------------|-------|--------------------------|--------|------|
| | β | SE | Beta | | |
| Constant | 23.706 | 1.427 | | 16.699 | .000 |

| | | | | | |
|--|--------|------|--------|--------|------|
| Implementation of 100% transition policy | -0.694 | .555 | -0.073 | -1.250 | .212 |
|--|--------|------|--------|--------|------|

a. Dependent Variable: Self-esteem

Table 4.7 indicates that implementation of 100% transition policy did not statistically significantly influence anxiety of the learners, $\beta = -0.694$, $t = -0.1250$, $p > 0.05$. This implies the relationship was not statistically significant at 5% level. These findings therefore lead to the acceptance of H_{01} .

Accordingly, the results presented in Tables 4.7 indicate the model summary which indicate that implementation of the 100% transition policy was able to explain 0.5% of the variation in the self-esteem of the learners in Public Secondary Schools in Butula Sub County, by the adjusted $R^2 = 0.002$.

Moreover, the ANOVA test results as indicated in Table 4.6 were $F(1,295) = 1.561$, $p > 0.05$, which indicated that the model was not a good fit for the dataset. The regression coefficient shows that $\beta = -0.694$, $t = -0.1250$, $p > 0.05$ therefore the null hypothesis was not rejected and concluded that implementation of 100% transition policy did not significantly influence self-esteem of the learners in Butula Sub County. This implies that implementation of 100% transition policy insignificantly reduces self-esteem of the sampled learners; a finding which concur with what was observed in a research study by Creamer (2021) who established a linkage between an increase in enrolment of college students in how it negatively affected their mental health which ultimately affected their self-esteem. The findings are also substantiated by a local study by Muchemi (2023) whose study focused on public secondary schools in Nyandarua County in Kenya where an increase in a student population was found to affect the school environment which in turn negatively affected the self-esteem of the students. In summary, understanding the intricate

relationship between educational policies and psychological well-being is crucial. The 100% transition policy warrants careful consideration to ensure holistic student development.

However, the study findings were contrary to what was observed by Li *et al.* (2021) who concluded that increasing student population was associated with an increase in self-esteem of the learners and postulated that this difference could be due to the fact that an increase in the enrolment of the learners is not accompanied by adequate resource allocation by the institutions of learning which leads to the influence of implementation of 100% transition policy on self-esteem of the learners. In this study, the researcher observed a different trend. The implementation of the 100% transition policy seemed to reduce self-esteem among the sampled learners. While Li *et al.*'s research highlights the potential benefits of increased enrolment, our context may differ due to varying resource allocation practices.

4.6 The influence of implementation of 100% transition policy on the Anxiety of learners in public secondary schools in Butula Sub County.

The second objective of the study was to determine the influence of implementation of 100% transition policy on the anxiety of the learners in public secondary schools in Butula Sub County.

Data on the findings were presented in percentages in Table 4.8

Table 4.8: Descriptive Analysis for Anxiety

| Statement | SA | A | D | SD | Mean | Std. Dev |
|---|----------------|---------------|---------------|---------------|------|----------|
| I frequently fear that my best isn't as good as expected in school. | 36% (107) | 23.9% (71) | 18.9% (56) | 21.2% (63) | 2.25 | 1.157 |
| I tend to avoid doing academics since it stresses me. | 57.2% (170) | 20.9% (62) | 10.1% (30) | 11.8% (35) | 1.76 | 1.045 |
| I worry a lot that I'm not completing my homework correctly. | 32% (95) | 32.7% (97) | 20.5% (61) | 14.8% (44) | 2.18 | 1.043 |
| I don't have the same level of confidence in school as my peers. | 48.5% (144) | 20.9% (62) | 16.5% (49) | 14.1% (42) | 1.96 | 1.104 |
| I feel fearful while I'm in my classroom. | 36% (107) | 32.3% (96) | 15.5% (46) | 16.2% (48) | 2.12 | 1.073 |
| I usually feel intimidated by my teachers. | 38% (113) | 26.6% (79) | 18.2% (54) | 17.2% (51) | 2.14 | 1.11 |
| I worry about what's going to happen next most of the time I'm at school. | 33% (98) | 23.2% (69) | 16.2% (48) | 27.6% (82) | 2.38 | 1.206 |
| There is something about school that scares me | 36.4% (108) | 25.3% (75) | 11.8% (35) | 26.6% (79) | 2.29 | 1.212 |
| Am concerned about what my class may think about my abilities | 44.8% (133) | 20.9% (62) | 13.5% (40) | 20.9% (62) | 2.1 | 1.188 |
| I often feel sick when I need to work on a major class assignment | 54.2% (161) | 20.9% (62) | 9.1% (27) | 15.5% (46) | 1.89 | 1.232 |
| I have a hard time handling school responsibility | 52.9% (157) | 20.5% (61) | 8.1% (24) | 18.5% (55) | 1.92 | 1.161 |

The results in table 4.8 indicates that over 57% of the sampled students were of the opinion that it was not typical of them to put off doing schoolwork because it stressed them. Additionally, it was not at all typical of the majority of students to feel sick whenever they needed to work on major class assignments as the total number of respondents in this category were slightly over 54%. Additionally, close to 53% of the respondents also noted that it was not at all typical of them to have any difficulties handling school responsibilities. As such, these findings provide insights on how anxiety was not a major issue amongst majority of the sampled students.

Standard deviation used to indicate how consistent the values of the scores given by the respondent on each of the issues statements. From the findings, the fact that the sampled students often worried that they are almost doing assignments properly was mostly consistent amongst the sampled students as it yielded the least standard deviation ($SD = 1.043$).

4.6.1 Implementation of 100% Transition Policy and learners Anxiety

The second objective of the study was to assess the influence of implementation of 100% percent transition policy or anxiety of the learners. Through simple linear regression analysis, the results of the model summary of this different shape was presented in Table 4.9.

Table 4.9: Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .010 ^a | .0001 | -.003 | 5.716 |

a. Predictors: (Constant), Implementation of 100% Transition Policy.

As Table 4.9 depicts, there was relatively weak positive relationship between implementation of 100% transition policy and anxiety of the learners, $R = 0.01$. On the other hand, the model summary indicates that anxiety of the learners can be explained by implementation of 100% transition policy, ($R^2 = 0.0001$). In order to check for the goodness of fit regression model, analysis of variance (ANOVA) was conducted and the results were summarized in Table 4.10.

Table 4.10: ANOVA^a

| Model | | Sum Squares | of df | Mean Square | F | Sig. |
|-------|------------|-------------|-------|-------------|------|-------------------|
| 1 | Regression | 1.010 | 1 | 1.010 | .031 | .861 ^b |
| | Residual | 9637.960 | 295 | 32.671 | | |
| | Total | 9638.970 | 296 | | | |

c. Dependent Variable: Anxiety

d. Predictors: (Constant), Implementation of 100% Transition Policy.

The results in Table 4.10 indicate that the model did not significantly predict the outcome variable, $F(1,295) = 0.031$, $p > 0.05$. Additionally, the table of the regression coefficients was used to indicate how anxiety of the learners was predicted by implementation of 100% transition policy in the selected schools. This information was presented in Table 4.11.

Table 4.11: Coefficients^a

| Variable | Unstandardized coefficient | | Standardized coefficient | t | Sig |
|--|----------------------------|-------|--------------------------|--------|------|
| | β | SE | Beta | | |
| Constant | 22.657 | 2.035 | | 11.132 | .000 |
| Implementation of 100% transition policy | .139 | .792 | .010 | .176 | .861 |

b. Dependent Variable: Anxiety

Table 4.11 indicate that implementation of 100% transition policy did not statistically significantly influence anxiety of the learners, $\beta = 0.139$, $t = 0.176$, $p > 0.05$. This implies that the relationship failed to meet the threshold of statistical significance at 5% level. These findings therefore lead to the acceptance of H_{02} .

H₀₂: There is no significant influence of 100 percent transition policy on learners Anxiety in Butula Sub County.

Consequently, the test for this hypothesis was conducted by use of simple linear regression analysis which was aimed at assessing the influence of implementation of and 100% transition policy on self-esteem of the learners. Based on the model summary results presented in Table 4.5, it was established that implementation of 100% transition policy explained 0.01% of the variations in anxiety of the learners in Public Secondary Schools in Butula Sub County, by adjusted $R^2 = -0.003$.

Additionally, the ANOVA test results summarized in Table 4.6 were $F(1,295) = 0.031$, $p > 0.05$, thus implying that the model was not a good fit for the dataset. Moreover, the regression coefficient shows that $\beta = 0.139$, $t = 0.176$, $p > 0.05$, which led to the acceptance of the null hypothesis and concluded that implementation of 100% transition policy did not significantly influence anxiety of the learners in Butula Sub County. This implies that implementation of 100% transition policy increased anxiety of the sampled learners. The findings align with previous research, but also reveal some contrasting perspectives. Manzo *et al.* (2022) focused on ethnic minorities in US colleges. Their study placed emphasis on the fact that the level of anxiety was influenced by an increase in enrolment, especially among the students with different backgrounds. This observation reinstates the favourable correlation in the relationship between the greater student enrolment and anxiety. Ayoubi (2019) research, which was carried out in Nigeria,

proceeded in another direction. A negative correlation between increased student enrolment rate and performance-related anxiety was established. Ayoubi explained this disparity by the poor school preparation whereby the enrolment increases without any proportional changes the learners experience the stress of having more students. Concisely, the delicate relationship between enrolment policy, student diversity, and institutional preparedness is important in achieving student well being. These are some of the factors that educators should take into account in order to provide conducive learning environments.

4.7 The influence of implementation of 100% transition policy on the Resilience of learners in public secondary schools in Butula Sub County.

The third objective of the study was to determine the influence of implementation of 100% transition policy on the Resilience of the learners in public secondary schools in Butula Sub County. Data on the findings were presented in percentages in Table 4.12

Table 4.12: Descriptive Analysis for Resilience

| Statement | SA | A | D | SD | Mean | Std. Dev |
|---|----------------|---------------|---------------|---------------|------|----------|
| In a difficult situation at school, I quickly turn round for possible solutions | 41.1% (122) | 23.9% (71) | 10.1% (30) | 24.9% (74) | 2.19 | 1.216 |
| I do what I can, rather than worrying about what I can't do | 49.5% (147) | 22.2% (66) | 7.4% (22) | 20.9% (62) | 2.00 | 1.187 |
| I don't take criticism lightly from other people | 37.7% (112) | 15.5% (46) | 17.8% (53) | 29% (86) | 2.38 | 1.255 |
| I generally hold onto my understanding whatever the case | 41.1% (122) | 28.3% (84) | 12.8% (38) | 17.8% (53) | 2.07 | 1.119 |
| Am always calm in a crisis situation | 40.1% (119) | 19.2% (57) | 14.8% (44) | 25.9% (77) | 2.27 | 1.233 |
| Am good at finding solutions to my challenges | 49.8% (148) | 23.2% (69) | 14.1% (42) | 12.8% (38) | 1.90 | 1.07 |

| | | | | | | |
|---|----------------|---------------|---------------|---------------|------|-------|
| I wouldn't describe myself as anxious person | 28.3% (84) | 17.2% (51) | 24.2% (72) | 30.3% (90) | 2.57 | 1.193 |
| I face conflicts without fear | 38.4% (114) | 26.3% (78) | 13.8% (41) | 21.5% (64) | 2.19 | 1.164 |
| I try to control events rather than being a victim of circumstances | 46.8% (139) | 27.3% (81) | 8.4% (25) | 17.5% (52) | 1.97 | 1.121 |
| I trust my feelings at all times | 38% (113) | 30.3% (90) | 14.8% (44) | 16.8% (50) | 2.1 | 1.093 |
| I manage my stress the level swell in my life | 37.4% (111) | 24.2% (72) | 16.8% (50) | 21.5% (64) | 2.23 | 1.165 |
| I feel confident and secure in my position at school | 50.8% (151) | 20.9% (62) | 12.8% (38) | 15.5% (46) | 1.93 | 1.12 |

Apparently, a high in number of the respondents felt confident and secure in their position at school, as this perception was strongly agreed to by a large percentage of the respondents 151(50.8%). Additionally, an equally high number of respondents were strongly in agreement with the fact that they were good at finding solutions to their challenges 148(49.8%). The findings therefore provide evidence on the high level of resilience exhibited by students from this sampled schools.

4.8 Implementation of 100% Transition Policy and Learners' Resilience

In order to answer the research questions related to this objective simple linear regression and losses was implied and the model summary of this analysis was presented in Table 4.13.

Table 4.13: Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .061 ^a | .004 | .00003 | 6.222 |

a. Predictors: (Constant), Implementation of 100% Transition Policy.

Table 4.13 shows a weak positive correlation between implementation of 100% transition policy and resilience of the learners, $R = 0.061$. On the other hand, the model summary indicates that resilience of the learners can be explained by implementation of 100% transition policy, $R^2 = 0.004$. In order to check the goodness of fit of the model, analysis of variance (ANOVA) test was conducted, and the results summarised in Table 4.14.

Table 4.14 ANOVA^a

| Model | | Sum Squares | of df | Mean Square | F | Sig. |
|-------|------------|-------------|-------|-------------|-------|-------------------|
| 1 | Regression | 42.005 | 1 | 42.005 | 1.085 | .298 ^b |
| | Residual | 11418.769 | 295 | 38.708 | | |
| | Total | 11460.774 | 296 | | | |

e. Dependent Variable: Resilience

f. Predictors: (Constant), Implementation of 100% Transition Policy.

The results in Table 4.14 show that the model did not significantly predict the outcome variable, $F(1,295) = 1.085, p > 0.05$. Moreover, the table of the regression coefficients was used to indicate how resilience of the learners was predicted by implementation of 100% transition policy in the selected schools. This information was presented in Table 4.15.

Table 4.15: Coefficients^a

| Variable | Unstandardized coefficient | | Standardized coefficient | t | Sig |
|----------|----------------------------|----|--------------------------|---|-----|
| | <i>B</i> | SE | Beta | | |
| | | | | | |

| | | | | | |
|--|--------|-------|-------|--------|------|
| Constant | 28.058 | 2.215 | | 12.666 | .000 |
| Implementation of 100% transition policy | -.898 | .862 | -.061 | -1.042 | .298 |

c. Dependent Variable: Resilience

Table 4.15 indicate that implementation of 100% transition policy did not statistically significantly influence resilience of the learners, $\beta = -0.898$, $t = -1.042$, $p > 0.05$. This implies the relationship was not statistically significant at 5% level. Consequently, H_{03} was accepted.

H₀₃: *There is no significant influence of 100 percent transition policy on learners' resilience in Butula Sub County.*

The hypothesis testing procedure was conducted using simple linear regression analysis which aimed at establishing the influence of implementation of 100% transition policy on resilience of the learners. According to the model summary results presented in Table 4.15. The implementation of 100% transition policy explained 0.4% of the variations in resilience of the learners in Public Secondary Schools in Butula Sub County, by adjusted $R^2 = 0.0003$.

This paper has explored the effect of 100 percent transition policy on the resilience of learners. The findings provided interesting observations. The ANOVA test generated in Table 4.14 gave a F-statistic of $F(1,295) = 1.085$ and a p-value of more than 0.05. It implies that the model did not fit well with the data, and hence had a low explanatory power. The analysis of regression coefficient showed that: $\beta = -0.898$, $t = -1.042$, and p-value is over 0.05. We thus failed to reject the null hypothesis and concluded that the 100 percent transition policy did not have a significant impact in resiliency of learners in Butula Sub County. The results suggest that the implementation

of the policy has in fact had the opposite effects to increase the resilience of learners. In their article on the US universities, Mostafa and Lim (2020) noted that the same trend is observed, namely, the growth of the student population, which correlates with the reduction in student resilience. Nevertheless, Cheung et al. (2022) discovered that resilience had a positive relationship with student population among Chinese schools. They emphasized the contribution of school management strategies to the development of the level of resilience. The effects of the rise in enrolment on the resilience of students can be reduced through effective strategies. To conclude, to build resilient learners, it is important to understand a sensitive compromise between enrolment policies, resources allocation, and the well-being of students. These factors are something that should be thought of as a whole to build nurturing and empowering educational conditions as educators.

Descriptive Analysis for Principals Responses on Implementation of 100% Transition

The Principals of the sampled schools were also asked to respond to the question items relating to implementation of the 100% transition policy in their respective schools and the descriptive analysis related to these findings were summarized in Table 4.3

Table 4.16: Descriptive Analysis for Principals Responses on Implementation of 100% Transition

| Statement | SA | A | D | SD | Mean | Std. Dev |
|--|------------|------------|------------|------------|------|----------|
| The school engages other stakeholders to plan for 100% transition | 10% (1) | 60% (6) | 10% (1) | 20% (2) | 2.4 | 0.966 |
| School organizes regular profound development for teachers to cope with 100% transition | 20% (2) | 30% (3) | 30% (3) | 20% (2) | 2.5 | 1.08 |
| School resources have improved with incoming of 100% transition | 10% (1) | 10% (1) | 70% (7) | 10% (1) | 2.8 | 0.789 |
| School provides gender specific strategies individualized support to come with 100% transition | 40% (4) | 20% (2) | 30% (3) | 10% (1) | 2.1 | 1.101 |
| School has adequate teachers to handle 100% transition | 20% (2) | 30% (3) | 20% (2) | 30% (3) | 2.6 | 1.174 |
| School has a perfect 100% transition evaluation and implementation criteria | 50% (5) | 20% (2) | 30% (3) | 0% (0) | 1.8 | 0.919 |
| 100% transition has had significant impact on students' well-being particularly teachers- student relationship and academics | 30% (3) | 20% (2) | 30% (3) | 20% (2) | 2.4 | 1.174 |

Based on the results, a high percentage of the principals were in agreement with the fact that the school had a perfect 100% transition evaluation and implementation criteria. In general, 70% of the sampled Principals were in agreement with this transition evaluation and implementation criteria in their respective schools. A similar percentage was also exhibited for the statement relating to the fact that the schools engaged other stakeholders to plan for 100% transition. Additionally, the highest value of the arithmetic mean was associated with the statement that, “School resources have improved with incoming of 100% transition”, ($M = 2.8$, $SD = 0.789$), explaining why the statement was strongly agreed to in the sampled respondents. At the same time, the same statement yielded the lowest value of the standard deviation implying that the scores given by the respondents on the Likert scale were most consistent on this opinion.

4.9 In-depth interview discussion findings on implementation of 100% transition policy

To enhance the triangulation of the findings derived from the quantitative analysis, a qualitative analysis was also performed, utilizing the transcripts from personal interviews and the open-ended questions directed at the SCDE. Upon inquiring about the transition from primary to secondary education within the Subcounty in 2019 in contrast to 2020, the SCDE provided the following commentary:

“There has been a tremendous improvement over that period of time and I think the government had put in place important policy measures in the education sector to weren’t improving the enrolment especially through the implementation of 100% transition policy across the schools in the sub-County”

Such excerpt therefore provides evidence of the success stories related to implementation of 100% transition policy across different schools in the Sub-county. The SCDE Officer was asked about the structures that were put in place in ensuring that all pupils who completed class 8 the previous year joined form one had the following comments to make:

“One of the priority areas has been building of sufficient classrooms in order to accommodate high enrolment rates in secondary schools. We have also been able to engage with local leadership especially members of parliament to mobilise NGCDF funds in order to help putting up new classrooms in the schools.”

When asked about some of the challenges facing secondary schools in the implementation of the 100% transition policy the SCDE gave the following remarks:

“Well, from where I sit I have had so many complaints about the inadequacy of resources whenever they are high enrolment of students in high schools, and therefore I believe that much can be done by the government in order to provide adequate resources in order to streamline the implementation of 100% transition policy in the schools under my jurisdiction.”

When asked about how the ministry had addressed the challenges, the SCDE gave the following comments:

“The ministry of education has been proactive in ensuring the success of 100% transition policy. In this regard, the ministry has set aside budgetary allocation aimed at providing adequate funding for the implementation of 100% transition policy across different schools in this sub-County.”

With regards to the question of the mechanisms that have been put in place by the school administrators in order to cope with high enrolments, the following remarks were given by the SCDE Officer:

“I’ve been able to observe from the many schools that I have visited that they have been able to put quite a number of classrooms in order to cope with their high enrolment resulting from the 100% transition policy. I have also observed that more teachers have been employed in order to cater for the rising numbers of enrolment in this schools.”

When asked about whether there were any reported cases of form one dropout in the year 2019, the officer commented as follows:

“Not that I have had of recently. We used to have many cases before there was introduction of 100% transition policy. I am confused that one of the reasons why we had high cases of dropout was because of lack of proper policy framework relating to 100% transition in schools.”

The qualitative analysis provides a strong evidence of the paramount role of a clear policy framework in promoting high student attendance of secondary schools with the 100% transition policy. The 100% transition policy aims to ensure every student completes their schooling in Kenya, a study by Asamba (2022) highlights the importance of achieving the targeted policy. In

their study, they note that the clear policy guidelines are necessary and should be supported by the effective managerial skills in the school leadership. Once these components are in place, it is possible to succeed in implementation. By targeting schools at Machakos County, Ndunge et al. (2022) reiterate the significance of realizing the 100 percent transitional policy. Their study puts a strain on the development of effective support practices. The strategies are important because they enable uninterrupted flow of students in their learning process. Chebet and Ishenyi (2023) add to the discussion by highlighting the importance of the 100% transition policy. Their perspectives are in line with our findings as far as our research is concerned. In particular, this policy has direct influence on completion rates in learners. The issue of smooth transitioning will help schools to improve the success of the students and overall educational results. To conclude, strategic implementation, combined with a clear policy framework, is the key to the process of reaching the target goal of 100 percent transition.

The resource sufficiency, especially in the number of teaching staff and physical facilities such as classrooms, is the key to the success of the 100% transition policy. The present study is in line with Kenyan investigation that highlights the importance of the policy (Asamba, 2022). Garner and Bagnall (2024) also claim that the proper resources are the key to successful policy implementation, which is also in line with our results. Besides, in their investigation of the federal policies of the Botswana schools, Ookeditse et al. (2024) emphasise the significance of resources. In particular, the financial mobilization turns out to be one of the primary factors of fluid changes between primary and secondary education. To recap it all, the schools that seek to achieve the 100 percent transition policy should put into focus the supply of the necessary financial and physical resources. These basis aspects open the door to effective educational transitions.

Inclusion of local leaders, especially the Members of Parliament (MPs) is a key factor in success of the 100 per cent transition policy. Their participation is also important when it comes to tapping into resources available in the National Government Constituency Development Fund (NGCDF). Such funds can boost the current school infrastructure in a great manner that will cater to the increasing number of students admitted in schools. According to Levy (2022), political support is significant to the attainment of optimum transitions between primary and secondary education. In line with this view, the interviews also highlight the role played by the politicians in the process. Moreover, Shrestha et al. (2019) emphasize the fact that politics and educational reforms are interrelated. Political actors can influence the legislative systems and mobilize resources, which will help to make the transition to a 100 percent successful. To conclude, the engagement of local leaders is important to be realized and used to achieve seamless transitions in education.

The quantitative and qualitative evaluation of the findings shows the effect of 100% transition policy of the Ministry of Education on the psychological adaptation of students. The descriptive analysis confirmed the hypothesis that learners have self-respect and respect towards others. They also take their identity as students. But simple linear regression demonstrated that there was a negative effect that the 100% transition policy has on the self-esteem of the learners. Students do not tend to procrastinate school work because of stress and do not feel unwell when given big assignments in classes. Interestingly, anxiety was found to be positively related to the 100 percent transition policy. The third goal was the resilience of the learners. Most of the students felt safe and secure in the school setting. The analysis of the results revealed that resilience and the 100% transition policy had a negative relationship. The research can clarify the multi-dimensional influence of this policy on the well-being of students.

The results are mostly in line with the conceptual framework that is proposed. The paper perceives the policy in two perspectives admissions and enrolments. It is noteworthy that more than 23 percent of the people surveyed admitted to the high annual admissions. This affirmation confirms how the policy has been operationalized, as far as admission is concerned. The attitude of learners towards the admissions and the fact that schools are correct also confirm the practicality of such an approach. Diversion to enrolment, the responses of learners on how to go about preparing more enrolments indicate its importance. Enrolments are an important measure of the impact of a 100 percent transition policy, which is a concrete measure of policy implementation.

Psychological adjustment was used as a dependent variable in this study. The constructs that formed the basis included self-esteem, anxiety and resilience. On the self-esteem perspective, the learners were questioned based on self-efficacy, self-confidence and self-belief that could be explained through the utterances that expressed that the students had good qualities. Due to self-belief, about 60 percent of the respondents responded that they had more respect to themselves and other people. Regarding the aspect of anxiety, such notions as worry and nervousness were utilized as indicators. In this respect, a comparatively less percentage (11.8) expressed the propensity to defer doing schoolwork since it pressurized them. What is more, worrying about doing things right was not characteristic of about 32% of the interviewees. Resilience on the other hand was measured in terms of optimism, social support as well as motivation. The optimism of about 51% of the interviewees towards the post he/she was in indicates that there is quite a significant amount of hope in the mindset of the interviewee. The aspect of resilience in terms of psychological adjustment is also characterized by social support which is demonstrated through the 41% of respondents who answered in the affirmative of the tendency of the learner to turn around in search of a solution. Moreover, motivation, which is due to the trust which one has in the position occupied in school will also be a significant indicator of resilience among learners.

Variables that intervened on the relationship between the implementation of 100 percent transition policy and psychological adjustment included school category, ability of learners, family backgrounds and gender of the learners. Based on this, gender disaggregation of the learners was taken into consideration and out of the analysis, the number of girls (171, 57.5) was more than that of boys (126, 42.4). In general, the researcher tried to make sure that all the major indicators refer to the data collection tools, and in the analysis section..

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section presents a concise overview of the study's findings, accompanied by conclusions and recommendations that align with the three established objectives of the research. The following points will be elaborated upon in the ensuing discussion:

5.2 Summary of the findings

The quantitative and qualitative evaluation of the findings shows the effect of 100% transition policy of the Ministry of Education on the psychological adaptation of students. The descriptive analysis confirmed the hypothesis that learners have self-respect and respect towards others. They also take their identity as students. But simple linear regression demonstrated that there was a negative effect that the 100% transition policy has on the self-esteem of the learners. Students do not tend to procrastinate school work because of stress and do not feel unwell when given big assignments in classes. Interestingly, anxiety was found to be positively related to the 100 percent transition policy. The third goal was the resilience of the learners. Most of the students felt safe and secure in the school setting. The analysis of the results revealed that resilience and the 100% transition policy had a negative relationship. The research can clarify the multi-dimensional influence of this policy on the well-being of students.

The results are mostly in line with the conceptual framework that is proposed. The paper perceives the policy in two perspectives admissions and enrolments. It is noteworthy that more than 23 percent of the people surveyed admitted to the high annual admissions. This affirmation confirms how the policy has been operationalized, as far as admission is concerned. The attitude of learners towards the admissions and the fact that schools are correct also confirm the practicality of such

an approach. Diversion to enrolment, the responses of learners on how to go about preparing more enrolments indicate its importance. Enrolments are an important measure of the impact of a 100 percent transition policy, which is a concrete measure of policy implementation.

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Variables that intervened on the relationship between the implementation of 100 percent transition policy and psychological adjustment included school category, ability of learners, family backgrounds and gender of the learners. Based on this, gender disaggregation of the learners was taken into consideration and out of the analysis, the number of girls (171, 57.5) was more than

that of boys (126, 42.4). In general, the researcher tried to make sure that all the major indicators refer to the data collection tools, and in the analysis section.

5.3 Conclusions

The following are the conclusions from the study;

Based on the initial purpose of the research to determine the impact of 100% transition policy implementation on self-esteem of the learners in the public secondary schools in Butula Sub County it is concluded that the schools should create the conducive environment, that is the environment, which supports the psychological well-being of the students. A good percentage of the sampled students portrayed a lot of self-respect, towards themselves and their fellow counterparts. This self-image is reinforced by the fact that affirmative school environment is crucial.

In terms of the second goal of the study, i.e to establish the influence of 100% transition policy on the anxiety of the learner, it has been concluded that an equal number of students were not affected by anxiety. This observation indicates that school environment is important in the management of the anxiety of the learner.

Regarding the third objective of the study (to determine the role of 100% transition policy in the Resilience of the learners), it can be concluded that the policy did not impact much on the resiliency of the learners.

5.4 Recommendations of the Study

Based on the findings of the current research the following recommendations are made;

In relation to the first objective, to test whether 100% transition policy influences self-esteem of a learner, implementation of secondary schools is needed to consider the overall number of

learners to be enrolled. This aspect is a direct influence on the self esteem of students. Through appropriate management of class sizes in schools, a good learning environment is enhanced and every student is given enough attention and support.

With respect to the second objective, it is important to offer powerful guidance and counselling services. Some of the psychological adjustment issues are anxiety and anxiety is a challenge the students normally encounter. Schools can overcome these emotional barriers and be able to cope with them by providing professional counselling. Mental health issues are solved, which leads to health and academic outcomes.

As per the third purpose, the Secondary school management ought to incorporate the stress management skills in their curriculum to help the students to deal with adversity, recover after failures and succeed despite the challenges thereby developing their resilience.

5.5 Suggestions for Further Research

The current research investigated the intricate relationship between student population and the psychological adjustment of sampled students. However, the following recommendations are made for further research:

i.) Methodological Diversification:

The use of alternative methodological strategies can help us deepen the understanding. One example is that regression analysis provides an effective instrument to investigate the effect of change in student enrolment on the various aspects of psychological adjustment. Using the quantification of the impact of each one unit change in enrolment, we will be able to see the patterns that are not clear, as well as enhance our knowledge.

ii.) Comparing Private and Public Schools:

The importance of a comparison between the private and the public secondary schools cannot be underestimated. By performing t-tests to determine the differences between psychological adjustment of these separate categories, one will be able to uncover subtle differences. Do they have differences in self-esteem, anxiety or resilience? Researching these differences throws a light on the different contexts that students perform best in.

iii.) Larger Sample Sizes:

Although the present work offers meaningful information, it would be possible to strengthen the effectiveness of our results by increasing the sample size. A larger and more varied group of students would enable us study how the influence of the 100% transition rate on psychological readjustment with more accuracy. These studies have a lot of contribution to educational policy and practice.

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