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**Smooth Transition of Pupils From Lower Grades To
Middle Grades In Public Primary Schools In Sotik Sub-
County, Bomet County, Kenya**

Marcella Kilel, Chepngeno

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**SMOOTH TRANSITION OF PUPILS FROM LOWER GRADES TO MIDDLE
GRADES IN PUBLIC PRIMARY SCHOOLS IN SOTIK SUB- COUNTY, BOMET
COUNTY, KENYA**

CHEPNGENO MARCELLA KILEL

**A Thesis Submitted to the Board of Graduate Studies in Partial Fulfillment of the
Requirements for the Conferment of the Degree of Master of Education in Early
Childhood and Primary Education of the University of Kabianga**

UNIVERSITY OF KABIANGA

October, 2024

DECLARATION AND APPROVAL

Declaration

This thesis is my original work and has not been presented for the award of a diploma or conferment of a degree in this or any other university;-

Signature.....Date.....

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Approval

This thesis has been submitted with our approval as the University supervisors.

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DEDICATION

I dedicate this work to my family who taught me that hard work, patience and conscientiousness pays. You are all a beacon of hope in my intellectual journey.

ACKNOWLEDGEMENT

First, I wish to thank my two supervisors Dr. Andrew Kipkosgei and Dr. Rotumoi Joseph for the invaluable advice they gave me in the course of this study. Without their scholarly guidance, positive criticism and patience I would not have come this far. Secondly, I would wish to thank my parents and siblings for encouraging me even when numerous obstacles clouded my academic path. Thirdly, I wish to thank my husband and children for their unconditional love and patience especially when my academic work took precedence over their needs.

ABSTRACT

Competence Based Curriculum (CBC) is the new education system in Kenya which requires a learner to transit from lower grade to middle grade. This transition poses new experiences as well as challenges, some of which are building up from previous grades. The purpose of this study was to examine the factors that influence smooth transition of pupils from lower grades to middle grades in public primary schools in Sotik Sub- County, Bomet County, Kenya. The study specifically sought to: determine the influence of teaching and learning resources on smooth transition from lower grade to middle grade in public primary schools in Sotik Sub-County; examine the influence of teacher competencies on smooth transition from lower grade to middle grade in public primary schools in Sotik Sub-County and establish the influence of school physical resources on learners transition from lower grade to middle grade in public primary schools in Sotik Sub-County. The study was anchored on two theories; motivation theory of learning and education production function theory. The study adopted mixed research design. The target population of the study was 5300 grade five pupils while informants were 165 head teachers and 1178 ECDE teachers to give a total target population of 6643. The study randomly selected 377 respondents using Nuausima's (2000) formula for calculating the sample sizes where 9 head teachers were purposely selected for the study while 67 teachers and 301 grade five pupils were randomly chosen. Prior to data collection, a pilot study was undertaken in Konoin Sub-County where 12 public primary schools which is 10% of the sample schools were randomly selected. The data was collected using both questionnaires and interview schedule as well as observation checklist. The data was analyzed using both qualitative and quantitative approach. Inferential statistics using correlation and regression analysis was generated using Statistical Packages for Social Sciences (SPSS) to test the research hypotheses. The findings revealed that teaching and learning resources had a positive Pearson correlation coefficient with smooth transition ($r=0.488$, $p<0.05$), teacher competencies had a positive correlation with smooth transition ($r = 0.518$, $p<0.05$), school physical resources had a positive correlation with smooth transition ($r = 0.374$, $p<0.05$). The R^2 showed that 34.9% of variation in smooth transition is related with teaching and learning resources, teachers competencies and school physical resources (R Square = 0.349). However, other factors not in the study attributed to 65.1% variation of smooth transition. The study concludes that teaching and learning resources influence smooth transition and that lack of training for teachers affect teacher's basic preparedness to teaching CBC in primary. The study also concludes that the absence of school physical resources hinders effective teaching of CBC in public primary schools leading to poor acquisition of relevant skills by learners which in turns affects their transition from one grade to another. The study recommends that the government should endeavor to facilitate public primary schools with adequate teaching and learning resources and that TSC should recruit and post qualified teachers who can enable learners acquired relevant CBC skills while the in-post teachers should be encouraged to go for retooling so that they remain relevant in the implementation of CBC.

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LIST OF ABBREVIATIONS AND ACRONYMS

KESI	Kenya Education Staff Institute
KIE	Kenya Institute Education
MSS	Mean Standard Score
SCEO	Sub County Education Officer
SCQUASO	Sub-County Quality Assurance and Standards Officer
SPSS	Statistical Package for Social Sciences
TIQET	Total integrated quality Educational
TSC	Teachers' Service Commission
UNESCO	United Nations Educational Scientific and Cultural Organizations
UNICEF	United Nation Children Education firm

OPERATIONAL DEFINITION OF TERMS

Teaching and Learning Resources are texts, videos, software, and other materials that teachers use to assist pupils to meet the expectations for learning as defined in the curricula, (Bušljeta, 2013). In the study they are available resources both tangible and non-tangible that assist in teaching lower grade pupils.

Smooth transition is an individual's movement from one level of learning to the next after being evaluated to have achieved something or a given task, (Folan *et. al*, 2015). In this study it is the measure on how individual pupils is being rated among other pupils, school or subject wise using grades, competence in speaking and writing as well as positive attitude to the subject before being moved to the next grade.

Teacher's competencies is quality, ability, or accomplishment that makes a teacher suitable for a particular position or task, (Coles *et al*, 2011). In the study they are academic qualities obtained through colleges and other added skills of the teacher.

School Physical facilities are any structure fixed or movable or of whatever kind and any part thereof used or intended to be used for teaching (Ojuok 2020). In the study it refers to the school infrastructures used by pupils and teachers in their daily school activities such as classrooms, library, and laboratories.

CHAPTER ONE

INTRODUCTION

1.1 Overview

The chapter gives background of the study, statement of the problem, general objective of the study, specific objectives of the study, study hypotheses, justification of the study, significance of the study, scope of the study, limitation of the study and assumption of the study.

1.2 Background of the Study

Education is a fundamental human right because it empowers individuals with the knowledge and skills needed to increase production and income, as well as enabling individuals take advantage of employment opportunities in future. The pivot to sustainable development, peace, and stability within and among countries is the provision of quality education to their citizens (Oguntuase, Awe, & Ajayi, 2013). Education is an essential ingredient for the development of any society and is seen as a pathway to raising political, social awareness as well as upholding the level of manpower (Onyara, 2013). According to Mwangi and Nyagah (2013), the performance of an individual in an examination is a predictor of the person's future and to ensure better and improved educational achievement, countries invest in school facilities to be used by learners (Yichun, Rodney & Lance, 2012).

A study by Bizimana and Orodho (2016) on teaching and learning resource availability and teachers effective classroom management and content delivery in secondary schools in Huye District, in the Republic of Rwanda established that there was a positive and significant correlation between teaching and learning resources and teacher effective classroom management, content delivery and eventual pupils transition with good performance.

Orodho, Waweru, Ndichu and Nthinguri (2013) established that the challenges of availability and adequacy of learning resources was found to negatively affect teaching and learning in teaching methods as well as on individual. Waweru and Orodho (2014) in a study on management practices and pupils academic of secondary schools in Kiambu District, Kenya established that school physical resources ensures enhanced pupils transition with good performance. Few studies have specifically focused on school physical resources influencing pupils in transition from one level to the other (Republic of Kenya, 2013).

UNESCO (2012) noted that Education is a major catalyst for human development hence its accessibility is very important. Access to schooling in developing countries has improved since 1990 some 47 out of 163 countries have achieved universal primary education (MDG 2) and an additional 20 countries are estimated to be on track to achieve this goal by 2015. The attainment of EFA by 2015 is a major commitment of the Government of Kenya, in line with the right to education for all Kenyans as it is enshrined in the Constitution of Kenya (2010). According to EFA monitoring Report (2012), Kenya is one of the countries where the school enrollment has significantly increased together with Burkina Faso, Burundi, Chad, Congo, Niger and Tanzania, among others.

The Competency Based Curriculum (CBC) which is new educational system in Kenya consist of 2-6-3-3-3 education cycle. Every learner shall transition through a minimum of 17 levels, every level has period of 1 year. The KICD has grouped them into 4 general categories: Early Year Education (Pre-Primary & Lower Primary), Middle School (Middle Primary & Lower Secondary), Senior School (Middle Secondary) and Tertiary Education (TVET or University). What used to be called Subjects are now known as Learning Areas (KICD, 2017).

Each time a learner moves from one level to the other, transition occurs. Transitions start right from pre-school to early schooling which start as early as age three or four. Early Childhood Education poses new experiences (such as learning new things, being in a new environment) as well as challenges (such as coping with new friends and environment) to the learners at this level. When these learners move to grade one, which is another level, they are faced with another set of new but different experiences (Republic of Kenya, 2017).

United Nations Educational, Scientific and Cultural Organization, UNESCO (2004) policy brief on early childhood states that the aims of early childhood education curriculum must be broad and contributive to the child's overall development as well as to their later success in school. The policy implies that the curriculum for early childhood education should be broad and provide for the overall development and successful learning. Experiences the children receive in their early years in school help them to undergo successful transitions in different levels of education and curriculum. Another very important transition in educational continuum for learners or children in their early years is from lower grade to middle grade. At this level, the child encounters new challenges, if they were not prepared well.

Whiteley et al (2014) point out that teachers use knowledge about their children in classrooms to create lessons that connect new subject matter to pupils' experiences. This means that the teachers must have an understanding of the content to be able to guide the learner through. Teachers use this knowledge to adapt their teaching to accommodate pupils who learn in different ways.

Whiteley et al (2014) further add that expert teachers know and recognize pupils experiencing difficulties in their learning and identify strengths to build on. The teachers, who understand their learners, provide for teaching and learning experiences and strategies that are suitable for the learners without compromising content as outlined in the syllabus or curriculum for the level of learners.

Initial success at school both socially and intellectually leads to a virtuous cycle of achievement, this can be a critical factor in determining children's adjustment to the demands of the school environment and future progress. Hence, school physical resources should be conducive to his / her learning experiences.

In Eritrea, transition is very low because many pupils repeat primary school due to poor performance in final examinations (World Bank, 2008). In Kenya, good performance at KCPE Examination enhances smooth transition but the CBC curriculum pupil transition is based on how well the pupil acquire the relevant competent which in this case is either exceed expectation, meet expectation, approaching expectation or below expectation.

Without prior preparation, planning and adjustment, the learners who perform very well in lower grade, do very poorly or relatively poorer in their first examination in grade four and may continue to get low grades unless there is an intervention to correct the situation (Republic of Kenya/UNESCO, 2012). It is against this background that this study sought to examine smooth transition from lower to middle grade of learners in public primary schools in Sotik Sub-County, Kenya.

1.3 Statement of the Problem

The desire to provide quality education for all children is one of the major objectives of the Ministry of Education who have made an effort to make education accessible to all and improve the quality of education at all levels by revising the curriculum, availing teaching and learning resources and recruiting and staffing of qualified teachers. As such, the government of Kenya has continuously implemented measures to improve the quality of CBC education. According to Education Sector Report (2021), the gross enrolment rate (GER) in primary schools improved from 104.4 % in 2018 to 100.2% in 2019 and then reduced to 99.6% in 2020.

A learner who at lower grade obtains very low marks which is below expectation in all subjects, transits to middle grade is likely to continue performing poorly because the learner did not master the content in the previous grades. According to the CBC guideline no pupil is a failure hence pupils who do poorly in their assessment are transited to the next grade. The transition of these pupils who perform poorly to the next grade pose a challenge to teachers who teaches them in the next grade and this in turn affect their performance. It is against this background that this study sought to examine smooth transition of pupils from lower grade to middle grades in public primary schools in Sotik Sub- County, Kenya.

1.4 General Objective of the Study

The general objective of this study was to examine smooth transition of pupils from lower grades to middle grades in public primary schools in Sotik Sub- County, Kenya

1.5 Specific Objectives of the Study

The specific objectives of the study were;

- i. To determine the influence of teaching and learning resources on smooth transition from lower grade to middle grade in public primary schools in Sotik Sub-County.
- ii. To examine the influence of teacher competencies on smooth transition from lower grade to middle grade in public primary schools in Sotik Sub-County.
- iii. To establish the influence of school physical resources on smooth transition from lower grade to middle grade in public primary schools in Sotik Sub-County.

1.6 Research Hypotheses

The hypotheses of the study were;

Ho₁: There is no statistically significant effect of Teaching and learning resources on smooth transition from lower grade to middle grade in public primary schools in Sotik Sub-County.

Ho₂: There is statistically significant effect of teacher competencies on smooth transition from lower grade to middle grade in public primary schools in Sotik Sub-County.

Ho₃: There is no statistically significant effect of school physical resources on their transition from lower grade to middle grade in public primary schools in Sotik Sub-County.

1.7 Justification of the Study

Education system in Kenya has been stressing on performance of learners as integral part of quality education emphasized in the Sessional Paper No.1 of 2005. The provision of quality education and subsequent high performance of learners in school is important for the realization of Millennium Development Goals and the Vision 2030. The contribution of education to individual learners is seen in the acquisition of relevant skills within that grade which guarantees one to transit from one level to another. Without the acquisition of the right skills learners will have challenges in his or her next grade of learning, hence priority need to be accorded to individual pupils performance in all activity areas so as to enable them acquire all the necessary skills so as to enable good transition.

1.8 Significance of the Study

The study will be useful to the stakeholders in the Ministry of Education and policy makers to establish areas of improvement so as to ensure that there is good performance required for transition.

It will help the policy makers in human resource planning, allocation and disbursement of funds to public grade schools in the country so as to ensure that qualified teachers are teaching for better transition of learners. The findings of the study will assist in providing data and information for proper planning and decision at the Ministry of Education and school administrator. Researchers will apply the recommendations of this study in adding new knowledge in the area of study area.

1.9 Scope of the Study

This study looked at smooth transition of pupils from lower to middle grades in public primary schools Sotik Sub-County, Kenya. It specifically looked at the teaching and learning resources; teacher competencies and school physical structures

The study was done in public primary schools and involved pupils, teachers and head teachers. The data was collected using questionnaires and interview schedules as well as observation checklist. This study was delimited to public primary school in Sotik sub-county since no research work concerning the topic under study had been done in the area.

1.10 Limitation of the Study

The researcher encountered the following challenges': First, the respondents may have fail to give the expected information due to fear of victimization. The researcher addressed this problem by building good rapport with them and assuring them that their identity was not revealed and that their response was treated with utmost's confidentiality.

Secondly, it was difficult to control the attitudes of the respondents which could have influence the validity and reliability of their responses. However, the researcher assured them that the information they gave was used for academic purposes only.

1.11 Assumptions of the Study

The main assumptions of the study were:

- i. The researcher assumed that the respondents were cooperative, honest, and trustworthy in their responses to the research questions and also be accessible to respond to the research questions in time.
- ii. The researcher assumed that the all the schools have required teaching and learning resources as well basic physical resources for learners and that the teachers teaching in this school have relevant training.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the smooth transition of pupils from lower grades to middle grades in public primary schools in Sotik Sub- County, Kenya. It specifically looked at relevant literatures on teaching and learning resources, teacher competency and school physical resource; theoretical framework and conceptual framework as well as identification of knowledge gap are discussed.

2.2 Review of Related Literatures

2.2.1 Competency Based Curriculum

According to Achoka et al, (2007), free education introduced on 2008 was to mitigate against the low levels of transition of pupils. This directive though, is limited in its capacity to ensure that all students have access to education, its benefits are few and that with the introduction of CBC where a pupil is required to have acquired a given competence before transiting to the next grade. This directive will disadvantage pupils who did not acquire adequate competence in lower grade to transition to the next grade since his/her competency determines the educational path to take. Thus there is need to ensure that the pupil is well equipped with the right competency at every grade. The improvement in transition from primary to secondary education in American, constituted a shift in education policy. The shift necessitated more investment in education by increasing public funding, non-selective with no early specialization or academic segregation, a practical curriculum, and secular control of schools and school funds (World Bank, 2005).

This decentralized nature of the US school system increased access and transitions which Kenya education system has started to emulate by adopting CBC curriculum which is more of practical than theory where student skills is identified at an early age and is directed to actualize this as a career. In Asian countries, public investments were made in education sector after the Second World War. For instance, Singapore and South Korea adopted policies aimed at increasing quality and access to education. Yet such policies did not guarantee increased access to secondary education as participation rates in vocational secondary education remained below 50 per cent (Warrio, 2019). However, countries such as Japan that took urgent measures to increase transition through increased public investment are now enjoying economic benefits. This is yet to be achieved in Kenya since the current funding to primary schools is wanting as displayed by the current status of some school where they lack basic amenities and that some of the schools are build of temporary structures and high pupils to teachers ratio.

According to EFA monitoring Report (2012), Kenya is one of the countries where the pupils enrollment has significantly increased. As the enrolment of primary pupils in the last grade increases, so does the number of pupils entering into the first grade of education. Despite the challenges associated with pupil's enrolment, transition from lower grade to the next is beneficial in more than economic and social development because it promotes active citizenship as well as enhances social cohesion by increasing trust and tolerance amongst individuals.

Scholars trace the idea of the competency-based curriculum to 1957 in the United States of America (USA). It developed as a reaction to the Soviet Union's launch of the first satellite (Hodge, 2007). In Australia, observed weaknesses in the skills level of the workforce following changes in the economy and the pace of technology led to the introduction of CBC in 1990 (Smith, 1996).

In Africa, the competency-based curriculum was pioneered by South Africa in 1998 as a result of an acute shortage of professionals such as engineers, technicians and artisans. The adoption of this system was meant to change the attitudes of all South Africans and equip them with employable skills to cope with challenging issues in the 21st century (Mulenga and Kabombwe, 2019).

Other African countries have gone the CBC way. In Rwanda, the competency-based curriculum (CBC) was launched in April 2015. The new curriculum has been lauded for being less academic and more practical oriented, more skills-based and tailored to a working environment and daily life. In schools where teachers used CBC techniques, learners enjoyed learning; attendance improved and passes rates increased. However, there were challenges like insufficient teaching and learning materials, large classes hindering effective delivery, lack of parental support and lack of enough qualified teachers to implement the curriculum (Urunana, 2018).

In 2013 the Zambian education system revised its curriculum from a knowledge-based one to a skills based one in a bid to prepare learners for future challenges in the rapidly changing world. The aim was to produce self-motivated, life-long learners, confident and productive individuals, holistic, independent learners with the values, skills and knowledge to enable them to succeed in school and in life (Zulu, 2015).

In Kenya the impetus for curriculum reform was that, the current system was too rigid and had limited opportunities to align basic education with children's career interests, aptitudes, and abilities. The CBC design posted by the Kenya Institute of Curriculum Development (KICD) seeks to make learners competent in seven key areas: communication and collaboration, critical thinking and problem-solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum hopes to impart eight core values: love, responsibility, respect, unity, peace, patriotism, social justice and integrity (KICD, 2017). In a bid to equip teachers for successful implementation of CBC, teachers have been undergoing training during the holidays. According to Muraya (2019), a team of 181 master trainers has since trained 1,165 regular and special needs education curriculum support officers and 1,320 CBC champions as the trainer of trainers. It is further stated that, at the end of the training, all teachers are expected to acquire the knowledge, skills, and attitudes necessary for effective implementation of CBC, apply innovative pedagogical approaches and models, demonstrate competencies in assessment and be self-reflective, self-improving and supportive learners themselves.

Despite the training, teachers feel that the system has tripled their work. They have a lot of work to do in keeping the records of each child since marks are not awarded based on academic output only but on extra-curriculum activities as well. In addition, CBC has come with new costs that must be borne by the parents which could further drive many learners out of school (Otieno & Onyango, 2019). The teacher's role in the current system is that of a facilitator in the learning process. The teacher is expected to keep learners' data on individual skills and weaknesses through regular assessments in a portfolio. This is a folder which officially keeps the record of a learner's efforts, progress and achievement through which the teacher keeps parents and guardians informed, and informs the symbiotic relationship of the parent and teachers in the child's learning process, (Warrio, 2019). KICD recommended that, reporting in formative assessment should be frequent and ongoing communication between the teacher and the learner, and with the parents about the progress the learner was making towards meeting the curriculum outcomes. The reporting should focus on a series or cluster of learning (KICD, 2017). KICD also suggested that, at different points during the year, this portfolio could be used to discuss with the learner regarding their progress as well as with parents, administrators or other staff members providing services for learners.

Teachers should be honest, fair and provide sufficient detail and contextual information. They need to keep detailed records of various components of assessment with descriptions of what each component of the assessment measured, accuracy, against the criteria and learning outcomes and supporting evidence. Learners' ability is rated in terms of whether they are exceeding expectation (80 - 100%), meeting expectation (65 - 79%), approaching expecting (50 - 64%), and below expectation (0 - 49%). A remark against the rating provided is then provided, (KICD, 2017).

The KICD report indicated that key among the challenges facing CBC implementation was the issue of teaching and learning resources. While a number of private schools had the resources, there was a near total lack in public schools, a circumstance that compromised the implementation of the curriculum. Another challenge was the issue of teachers' knowledge of CBC pedagogy. Few of the teachers understood CBC pedagogy. Most of them were struggling with the concept and lacked the capacity demanded by the curriculum. The successful implementation of CBC depends not just on the classroom teacher who acts as facilitator in the learning process, but also on the involvement of the parent. This is because some of the demands of the curriculum transcend boundaries of school (Gitahi, 2019).

Competency Based Curriculum (CBC) is an approach in which students work at their own pace to demonstrate mastery in the competencies necessary for their chosen field of study (Gruber, 2018). According to Jallow (2011), when students demonstrate a competency, they are demonstrating their ability to do something. One of the strongest outcomes of CBC is increased students' engagement which results from students' ownership of the learning process. CBC also promotes individualized learning and accommodates a variety of learning styles, making it a truly personalized experience (Gruber, 2018).

In addition, learning outcomes in CBC emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions (Frost et al., 2015). Mosha (2012) pointed out that a curriculum that is competency-based, contains the specific outcome of statements that show the competencies to be attained. The CBC education systems are sectioned into 3 different structures namely; Early years educations, Middle school education and Senior school education. CBC has divisions such as; Pre-primary education, Lower primary education, Middle school education, Middle primary, Lower secondary and Senior school. Core competencies of CBC are; Communication and collaboration, Critical thinking and problem solving, Imagination and creativity, Citizenship, Learning to learn, Self-efficacy and Digital literacy (KICD, 2021).

In Kenya CBC is in the initial years of implementation. This Curriculum of 2-6-3-3 system replaces 8-4-4 which in turn replaced 7-4-2-3 education system adopted at independence. The 8-4-4 system is deemed to serve best those who score high grades in the traditional subjects (English, Maths, Sciences, and Humanities) at the end of secondary education, and then proceed for higher education and take up white-collar jobs. It also ignored many children whose aptitude, interests, and abilities lay in vocational education, arts, and sports (Kabita & Ji, 2017).

The implementation of CBC in Kenya is hinged on the report of the “The task force on the re-alignment of the education sector to the constitution of Kenya 2010” released in 2012 (RoK, 2012). The task Force recommended a structure of 2 years of Pre-primary, 6 years of Primary (3 years lower and 3 years middle), 6 years Secondary (3 years junior and 3 years senior), 2 years minimum of Middle level Colleges and 3 years minimum University education (2-6-3-3).

The rationale for the revised structure was to ensure learners acquire competences and skills that will enable them to meet the human resource aspirations of Vision 2030, ensure the attainment of 100% transition rate from primary to secondary, thereby reducing wastage by introducing automatic progression to the junior secondary phase based on the acquisition of core skills and competences (literacy, numeracy and communication skills), focus on early identification and nurturing of talent in individual learners. Along with CBC came the introduction of a system of Competence Assessment Tests (CATS) measuring knowledge, skills and competences, the results of which will be cumulative and form part of a formative assessment process. This is meant to align the Kenyan structure with international best practices and provide a system that is not examinations oriented.

Participatory approach in the selection of the competencies for the curriculum requires interaction and collaborative work between the subject matter experts (SMEs) – curriculum developers, the learners/students, and members of the community/employers. Employers and other community members are able to identify what it is they want the children to be able to do. The SMEs understand what competencies can be attained within the confines of the content while the teachers know how to teach the content so that the competencies are attainable. This in turn provides focus on learning outcomes with specific, measurable definitions of knowledge, skills and learner behaviour (ADEA, 2012).

There are many educational levels through which a child or learner moves. Each time he/she moves from one level to the other, transition occurs. Transitions start right from pre-school to early schooling which in some regions start as early as age three or four. Early Childhood Education poses new experiences (such as learning new things, being in a new environment) as well as challenges (such as coping with new friends and environment) to the learners at this level. When these learners move to grade one, which is another level, they are faced with another set of new but different experiences (Republic of Kenya, 2013).

Without prior preparation, planning and adjustment, the learners who perform very well in lower grade, do very poorly or relatively poorer in their first examination in grade four and may continue to get low grades unless there is an intervention to correct the situation (Republic of Kenya/UNESCO, 2012).

In Ghana, a study was carried out by Acquah, Frimpong and Kwame (2017) who sought to establish the challenges facing the implementation of Competency Based Training Programs (CBT) in training institutions. The study reported that implementation of the Competency based approaches had contributed immensely to the training of highly skilled graduates needed in the industry. Further, the study highlighted that in spite of the realized positive outcomes, the curriculum had not been effectively implemented in some of the training institutions due to inadequate funding of the institutions, lack of infrastructure development and lack of policy guidelines in the institutions.

In Rwanda, Mugabo, Ozawa and Nkundabakura (2021) conducted a case study which explored the relationships between a school's profile and their capacity to implement CBC. Findings from the study indicated that variations in the implementation of CBC between teachers were caused by the differences in their professional development, inadequate training on CBC, inadequate teaching learning resources and lack of infrastructural capacity of the schools. Based on the findings, the study recommended provision of adequate instructional resources and establishment of strong and regular in-service training programs to help teachers know how to put the new ideas into practice.

A report by Ndayambaje (2018) highlighted the challenges facing implementation of the Competency Based Curriculum in Rwandan schools. The report indicated that despite the fact that all teachers in primary schools were trained on how to implement the curriculum, some were resisting change.

As a result, they continued using the old teaching materials and methods. The study pointed out that lack of sufficient teaching-learning resources was reported as another issue hindering effective implementation of CBC in Rwanda. This implies that provision of adequate instructional materials and constant training of teachers to change their perception about the CBC is important for successful implementation (Ndayambaje, 2018).

In Tanzania, a study by Makunja (2016) investigated challenges facing teachers in implementing the Competency Based Curriculum in Tanzania. The study established that teachers faced a lot of challenges which impeded effective implementation of the curriculum in teaching and learning. The study highlighted lack of in-service training of teachers on CBC, lack of sufficient instructional materials, overcrowded classrooms and low ability of children as the major challenges hindering effective implementation of the curriculum in Tanzania. In the light of the findings, the study recommended that teachers should be allowed to participate in developing the curriculum. The study also recommended that the Ministry of Education should devise ways of providing instructional materials which are consistent with the CBC. This implies that training of teachers on how to implement the curriculum, provision of instructional materials and enough classrooms are crucial for effective implementation of CBC.

Hipolite (2019) explored the implementation of CBC in public secondary schools in Morogoro Municipality, Tanzania. The study employed a case study design and qualitative research approach whereby data was collected from 36 participants using observations, interviews and focus group discussions. The study reported that teachers were faced with many challenges which hindered effective implementation of the Curriculum. These included; large number of pupils in classes, lack of adequate materials for teaching-learning and teachers' lack of proper understanding of CBC.

Another study conducted in Tanzania by Muneja (2015) highlighted the challenges faced by secondary school teachers in implementing the CBC. The study reported that teachers experienced many challenges which negatively impacted implementation of the curriculum. The highlighted challenges faced by the teachers in Tanzania include; teachers' lack of adequate knowledge on teaching and assessment methods, lack of adequate textbooks and poor quality of instructional materials. In addition the study reported lack of adequate ICT tools for instruction and teachers' lack of motivation to implement the curriculum. The study suggested that the Ministry of Education and Culture should devise in-service training sessions for teachers to change their attitude towards implementation of the curriculum and provide adequate materials and infrastructure in all schools.

Further, Komba and Mwandanji (2015) investigated issues surrounding the implementation of CBC in Tanzanian secondary schools. The results indicated that the majority (86%) of the teachers lacked adequate knowledge on the curriculum. Further, the study reported that majority (78%) of the reviewed lesson plans did not reflect the qualities of a competence based lesson plan. In addition, it was reported that the involvement of learners in classroom activities by the teachers was overall low and less than 50% of the observed teachers conducted formative assessment. Based on the findings, the researcher concluded that regular training for in-service teachers should be conducted in order to enable them acquire up-to-date teaching skills as required by the changes introduced in the curriculum.

In Kenya, Momanyi and Rop (2019) conducted a survey in Bomet East Sub-County which sought to establish challenges faced by teachers when implementing CBC. The results showed that teachers' lack of adequate knowledge and skills on how to implement the curriculum was the major factor hindering effective implementation of the CBC. The study recommended that the Ministry of Education and KICD should provide more in-service training sessions for teachers.

This will help bridge the capacity gaps in pedagogy, assessment and preparation of teaching materials. This means if teachers lack adequate knowledge and skill on CBC, they will experience challenges when implementing the curriculum.

A study conducted by Sifuna and Obonyo (2019) examined the challenges hindering effective implementation of CBC in Kenya. It was established that the Curriculum was not systematically planned and implemented. There was minimal training of teachers on the curriculum content and teaching methods. In addition, it was highlighted that there was inadequacy of instructional materials and lack of participation by parents and other relevant stakeholders in the curriculum reform process. The study recommended the Ministry of Education to create an adequate framework for training teachers, sensitize parents and provide adequate instructional materials and classrooms in all schools. This implies that for effective implementation of a curriculum, adequate training of teachers, sensitizing parents and providing adequate teaching and learning resources are key factors to be considered.

Wambua and Waweru (2019) conducted a study to establish the challenges facing the implementation of CBC in all public primary schools in Machakos County. The study established that teachers were not fully prepared for the implementation of CBC and there were inadequate staff, inadequate infrastructure and lack of adequate teaching and learning resources. The study recommended that the Ministry of education should invest more on teacher training and involve teachers in curriculum reform process to change their attitudes towards the curriculum for effective implementation.

KNUT (2019) established that there was minimal implementation of CBC in schools due to the following challenges; overcrowded classrooms due to extremely high learners' enrolment and lack permanent classrooms which have led institutions to combine some learners of different grades.

The report showed that most public schools did not have PP1 and PP2 classrooms forcing learning to be undertaken under a shade or tree. In addition, KNUT reported that majority of CBC learning areas did not have approved books, materials and delayed Government distribution of textbooks to school. It was also reported that the assessment rubrics had unclear guidelines hence teachers found it extremely difficult to assess learners' competencies and learning progress.

Acquah, Frimpong and Kwame (2017) reported that implementation of the Competency based approaches had contributed immensely to the training of highly skilled graduates needed in the industry. Mugabo, Ozawa and Nkundabakura (2021) indicated that variations in the implementation of CBC between teachers were caused by the differences in their professional development, inadequate training on CBC, inadequate teaching learning resources and lack of infrastructural capacity of the schools. Ndayambaje (2018) indicated that despite the fact that all teachers in primary schools were trained on how to implement the curriculum; the study pointed out that lack of sufficient teaching-learning resources was reported as another issue hindering effective implementation of CBC in Rwanda.

Makunja (2016) highlighted lack of in-service training of teachers on CBC, lack of sufficient instructional materials, overcrowded classrooms and low ability of children as the major challenges hindering effective implementation of the curriculum in Tanzania. Hipolite (2019) reported that teachers were faced with many challenges which hindered effective implementation of the Curriculum. These included; large number of pupils in classes, lack of adequate materials for teaching-learning and teachers' lack of proper understanding of CBC. Muneja (2015) reported that teachers experienced many challenges which include; lack of adequate knowledge on teaching and assessment methods, lack of adequate textbooks and poor quality of instructional materials. In addition the study reported lack of adequate ICT tools for instruction and teachers' lack of motivation to implement the curriculum.

Komba and Mwandanji (2015) indicated that the majority of the teachers lacked adequate knowledge on the curriculum, reviewed lesson plans did not reflect the qualities of a competence based lesson plan, involvement of learners in classroom activities by the teachers was overall low. Momanyi and Rop (2019) showed that teachers' lack of adequate knowledge and skills on how to implement the curriculum was the major factor hindering effective implementation of the CBC. Sifuna and Obonyo (2019) established that the curriculum was not systematically planned and implemented since there was inadequacy of instructional materials and lack of participation by parents and other relevant stakeholders in the curriculum reform process. Wambua and Waweru (2019) established that teachers were not fully prepared for the implementation of CBC and there were inadequate staff, inadequate infrastructure and lack of adequate teaching and learning resources. The above studies fail to show smooth transition from lower grade to middle grade in public primary school necessitating the need for this study.

2.2.2 Teaching and Learning resources on smooth transition

Teaching and Learning resources refer to those materials that support or aid the learner in understanding of the concepts or ideas presented to the learner in a learning environment or situation. These are the materials that teachers use to assist learning and also increase interest in learning. Teachers use resources to enhance learner's participation in class activities for effective learning (Klier, 2005).

A study by Bizimana and Orodho (2019) on teaching and learning resource availability and teachers effective classroom management and content delivery in secondary schools in Huye District, in the Republic of Rwanda established that there was a positive and significant correlation between teaching and learning resources and teacher effective classroom management, content delivery and eventual students academic performance.

Orodho, Waweru, Ndichu and Nthinguri (2013) in Kenya established that the challenges of availability and adequacy of learning resources was found to negatively affect teacher effectiveness in the use of teaching methods as well as focus on individual learner, hence fostering discipline and good attainment of good academic results.

The finding also echoed the results of a study by Waweru and Orodho (2014) in secondary schools in Kiambu District, Kenya on management practices and students academic which established that effective resource management is a prerequisite to enhanced students academic performance. There was need therefore to establish the effect of teaching and learning resources in the transition of pupils from lower grade to middle grade. The adequate use of teaching and learning resources also gives the learner a practical experience which can help selection of learning concepts more easily.

Teaching and learning resources help in transition of pupils from lower grade to middle grade in many aspects. Eshiwani (2016) found out that text books are of greater importance to young inexperienced teachers who depend more on textbooks than the experienced teachers. He further stated that, there was a relationship between textbooks and achievement of students where the main activity is problem solving. Eshiwani argues that sharing of textbooks lowers the morale and interest among students. The students need to be given enough books in order to motivate them. Availability of enough and relevant resources contributes to high transition of students from primary to secondary school. According to Goodland (2014), the reliance by teachers on text books and, to a lesser extent on state guides focuses the conflicts between uniform source of information and varied sources geared to the needs of the individual learners.

According to Allyn and Bacon (2018), schools and teachers should adjust material to individual learners' needs and that standardization is one way of ensuring equal educational opportunity. It seemed considerably difficult to attain an actual transition of government target of 70 percent by 2015 because the transition cannot be increased without reducing the centralization of the material developments. In many cases the textbook ratio in rural schools can be as bad as 1:5 or more, a situation which worsens that negativity held by students. One of the aspects that would affect transition is the scope and depth of the curriculum. Inability to complete the syllabus is expected to have negatively affected the level of acquisition of skills in the subjects.

According to Mbugua (2016), teachers use teaching and learning resources to enhance learner's participation in class activities for effective learning. Since learners' interest and abilities are varied, the teacher needs to select and use a wide variety of resources in teaching in order to take care of individual differences in class such resources include learners locally made teaching aids such as reading charts, sound charts and toy models of which are crucial in their learning process. Therefore when learners come to school with their own learning materials; it is the responsibility of the teachers to use what the learners come with to effect learning.

Utilization of teaching and learning resources and transition of pupils are closely related because learners are able to master the learning strategies after they are exposed to a number of objects. Laurillard (2013) study on effective teaching, and learning technologies in Botswana found that lack of relevant teaching and learning materials caused dismal pupils' academic performance. Benjamin and Orodho (2014) recommends that learners should be allowed to learn in a way which suits the preferred style of learning. Pupils should be given an opportunity to learn their learning style by using various teaching and learning resources that best suit them.

In Kenya, Oyugi and Nyagah (2010) assessed the influence of Teaching and Learning Resources on the Implementation of Inclusive Education in Pre-School Centers in Nyamira North District. The study sampled 134 pre- school teachers and 270 preschool parents through stratified random sampling and 12 Education Officers sampled by census sampling. The study found that teaching/learning resources comprise of community involvement, regular teachers for both special needs pupils and the average pupils which influence pupil performance. A study by Yara and Otieno (2010) on teaching and learning resources and academic performance shows that, stationeries and teaching aids influence pupils' performance. These studies did not assess how teaching and learning resources influence transition from lower grade to middle grade in Sotik Sub County which this study sought to establish.

A study conducted by Marion (2020) purposed to examine the challenges experienced by teachers in implementation of CBC in lower primary schools in Laikipia East Sub- County in Kenya. Findings indicated that there were many challenges which were experienced by teachers as they were implementing the new curriculum. The teachers reported large class size as a serious challenge that impeded the implementation of CBC in public primary schools. In addition, teachers reported unavailability of teaching materials for practical learning areas such as Music and digital literacy was seriously impeded by the lack of adequate instructional materials. Further, the study established that infusing of digital literacy, problem solving and critical thinking competencies was challenging majority of the teachers, who indicated that they were still developing their ability. Lack of materials for digital learning was reported by majority of the teachers. Finally, majority of the lesson plans were in line with what the CBC requires and therefore presented no challenge. The study recommended that the government should build more classrooms, provide adequate teaching-learning materials and conduct regular training of teachers.

Bizimana and Orodho (2019) established that there was a positive and significant correlation between teaching and learning resources and teacher effective classroom management, content delivery and eventual students academic performance. Orodho, Waweru, Ndichu and Nthinguri (2013) established that the challenges of availability and adequacy of learning resources was found to negatively affect teacher effectiveness in the use of teaching methods as well as focus on individual learner, hence fostering discipline and good attainment of good academic results. Waweru and Orodho (2014) established that effective resource management is a prerequisite to enhanced students academic performance. Benjamin and Orodho (2014) recommends that learners should be allowed to learn in a way which suits the preferred style of learning. Pupils should be given an opportunity to learn their learning style by using various teaching and learning resources that best suit them.

Laurillard (2013) found that lack of relevant teaching and learning materials caused dismal pupils' academic performance. Oyugi and Nyagah (2010) found that teaching/learning resources comprise of community involvement, regular teachers for both special needs pupils and the average pupils which influence pupil performance. Yara and Otieno (2010) showed that, stationeries and teaching aids influence pupils' performance. Marion (2020) reported large class size as a serious challenge that impeded the implementation of CBC in public primary schools. In addition, teachers reported unavailability of teaching materials for practical learning areas such as Music and digital literacy was seriously impeded by the lack of adequate instructional materials. There was need therefore to establish the effect of teaching and learning resources in the transition of pupils from lower grade to middle grade.

2.2.3 Teacher Competencies on smooth transition

Westermann (2011) point out that teachers use knowledge about their children in classrooms – their backgrounds, strengths, and weaknesses to create lessons that connect new subject matter to pupils' experiences. This means that the teachers must have an understanding of the content to be able to guide the learner through. Teachers use this knowledge to adapt their teaching to accommodate pupils who learn in different ways. Westermann further add that expert teachers know and recognize pupils experiencing difficulties diagnose sources of problems in their learning and identify strengths on which to build.

The teachers, who know their learners, provide for teaching and learning experiences and strategies that are suitable for the learners without compromising content as outlined in the syllabus or curriculum for the level of learners. Teaching involves sharing of knowledge between a teacher and a learner (Ampofo & Orodho, 2014). The teacher co-ordinates the teaching and learning process through appropriate teaching and learning activities. To be able to co-ordinate the learning process, the teacher must have the right skills and mastery of the content for the correct level of learners and at the stipulated time as outlined in the curriculum, that is, the school syllabus (Ibrahim & Orodho, 2014).

The teacher's level of formal education is very important as this determines the quality of work he/she has to do. A teacher who is well-qualified academically is deemed to be knowledgeable and expected to guide his/ her learners well during teaching and learning activities, (Bizimana & Orodho, 2014). On the other hand, professional knowledge provides teachers with the necessary skills and etiquette necessary for his/ her day-to-day teaching and learning activities. According to Orodho, Waweru, Ndichu and Nthinguri, (2014) teachers who were professionally qualified were favorable to child-centered teaching methods.

This implies that teachers who are professionally qualified use child-centered techniques and these are techniques whereby the learner is the one who is actively involved such as discovery method. According to Orodho, (2014) theoretical training should be enforced with practical training to increase the teacher's confidence. It is necessary for all teachers to have academic and professional qualifications.

Teaching is an art that requires those who have the ability, skill, knowledge and the interest which would act as the spring board for success to be realized. This means that teachers must know their learners as individuals, know their abilities and weaknesses so that they may plan various learning activities that the learners would be able to deal with for maximum achievement in the learning process. According to UNESCO, (2012) on efforts made by government to ensure "education for all" as millennium development goal, Kenya faces serious shortage of competent teachers which is causing pupils from this schools to perform poorly.

In Tanzania, Mdee and Donatha (2015) noted that pupils' transition is dismal, and the quality of performance is suspected to be influenced by the competencies of teachers as well as low syllabus coverage among other factors. They recommended that, for the Tanzanian country to improve the quality and transition of the pupils, teacher pupils' ratio needs to be addressed together with employing more competent teachers. According to Mosha (2014) most of the school in Tanzania has inadequate teachers who are competent which has led to poor academic performance translating to low pupils transition.

Large class sizes in public school make it difficult for limited competent teachers available in public primary school to teach lessons effectively as compared to their counterparts in private schools who handle a smaller number of pupils. Therefore, teacher competency is a significant factor influencing pupils' transition.

Pupils will be considered passive in the class due to their large number as a result of the teaching methods that will be employed by the teacher in taking care of the big population (Okongo, Ngao, Rop & Nyongesa, 2015). Since the introduction of free primary and subsidized secondary education in Kenya in 2003, the ratio of teacher to pupil has escalated from the recommended range of 1:40 to 1:60 (MOEST, 2010). The teacher-pupil ratio factor is a major contributor to the compromised results of the pupils. According to UNESCO report (2012) on efforts made by the government to ensure Education For All (EFA) as a Millennium Development Goal, Kenya faces a serious shortage of competent teachers which is causing schools performance to be negatively affected. The report also reiterated the problem of shortage of competent teaching personnel is a factor influencing pupils' transition in Kenya schools hence the need for the study.

A study conducted by Sitenei (2020) investigated how school-based factors influenced implementation of CBC in primary schools in Kibera Sub- County, Kenya. The findings showed that majority of teachers (81.6%) attended one week training, while (18.4%) attended two weeks training. This indicated that majority of the teachers had not received adequate training on the new curriculum. Further, it was reported that the time allocated was not adequate for the CBC lessons given the large class sizes. It was also reported that most of the schools in Kibra Sub-County lacked or had inadequate materials for implementing the curriculum. Further, the findings confirmed that the public primary schools in Kibra were very overcrowded. The classes were crowded to the extent of forcing some learners to study from outside especially during practical subjects that required demonstration. This was in a way affecting effective implementation of the curriculum. The teacher-pupil ratio 1:80 was very high hence straining the teachers' efforts in managing pupil discipline, teaching and learning as well as their teaching methodology.

The study highlighted a number of challenges affecting the implementation of CBC but did not establish the smooth transition from lower grade to middle grade which this study sought to determine. According to Mugenda, (2016) good teachers have generally acknowledged qualities, sufficient knowledge of subject matter, skills in varied methodology and the language of instruction. This calls for teacher's academic distinction and professional qualification. Teachers must undergo the right training in the teaching of their subjects so that they can impact the skills to the learners. The teacher should besides having the required qualification, for effective teaching also possess more subject knowhow than that available in the textbooks in use in the school. The length of service of a teacher also contributes to performance.

Sidhu, (2012) noted that successful teaching experience is a valuable asset. It enables the teacher to acquire certain commendable characteristics such as promptness, adaptability, efficiency, arousing and maintaining interest, adequate command of instructional materials and ability to face the class with confidence. Thus the teachers with successful teaching experience may develop positive attitude towards the subject and hence choose appropriate instructional materials which will arouse and sustain interest among students. This will trigger pupil's motivation to study well hence acquire relevant skills, thus high transition. They are able to prepare lesson plans, diagrams, illustrations, exercises, give proper instruction to students and maintain discipline.

Orodho, Waweru, Ndichu and Nthinguri, (2014) noted that teachers who were professionally qualified were favorable to child-centered teaching methods whereby the learner is the one who is actively involved such as discovery method. Orodho, (2014) established that theoretical training should be enforced with practical training to increase the teacher's confidence.

Nannyonjo (2007) found that teachers characteristics that may improve learners' performance were; teachers' competency, in-service training of teachers, age, teachers' experience, tenure of leadership, teaching strategies and evaluation systems in a school. Mdee and Donatha (2015) noted that pupils' transition is dismal, and the quality of performance is suspected to be influenced by the competencies of teachers as well as low syllabus coverage among other factors. According to Mosha (2014) most of the school in Tanzania has inadequate teachers who are competent which has led to poor academic performance translating to low pupils transition.

Okongo, Ngao, Rop & Nyongesa, (2015) noted that large class sizes in public school make it difficult for limited competent teachers available in public primary school to teach lessons effectively as compared to their counterparts in private schools who handle a smaller number of pupils. Therefore, teacher competency is a significant factor influencing pupils' transition. According to UNESCO report (2012) reiterated the problem of shortage of competent teaching personnel as a factor influencing pupils' transition in Kenya schools. Sitenei (2020) indicated that majority of the teachers had not received adequate training on the new curriculum. Further, it was reported that the time allocated was not adequate for the CBC lessons given the large class sizes. Mugenda, (2016) noted that good teachers have generally acknowledged qualities, sufficient knowledge of subject matter, skills in varied methodology and the language of instruction. Sidhu, (2012) noted that successful teaching experience is a valuable asset for learners smooth transition.

2.2.4 School physical resources and smooth transition

Various studies done on effect of school environment on academic performance attest to the fact that school environment that is not conducive for learning may lead to under performance (Chimombe, 2011).

Provision of adequate learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills of learners (Lumuli, 2009). Learning involves interaction of students with the environment. Teaching and learning resources include classrooms, laboratories, libraries, playing fields, textbooks among others. Indeed physical resources go a long way in creating conducive environment that promote effective teaching and learning. It is with this in mind that the Draft Report on Cost and Financing of Education in Kenya that (RoK, 1995) identifies textbook ratio and school facilities as some yard sticks to be used to gauge the quality of secondary school education. Juma (2011) links performance in examinations to state of teaching and learning resources in schools. He notes that students from schools which are seriously deprived of vital facilities and has less teaching and learning resources makes them not perform well compared to schools which have adequate facilities resources.

It is generally agreed that better facilities in a school lead to a better performance in examination hence high transition of learners from one level to the other (Eshiwani, 2011 and Kathuri, 2014). Therefore, schools physical facilities such as classroom, toilets, dormitories, libraries, dining hall and other teaching aids like, overhead projectors, have a direct bearing on performance of students. According to the report of the presidential working party on education and manpower training for the next decade and beyond (Republic of Kenya, 2018), the resources should be planned for properly and utilized in an effective manner to bring about efficient provision of quality and relevant education.

Wamahiu and Karagu, (2012) established that poor learning environment in schools restricted curriculum leading to poor performance of majority of students in the national examinations in Kenya. Court and Ghai (2010) also found out that the distribution of resources and equipment is a major factor which accounts for scholastic difference among schools.

A study conducted by Gakuru, (2012) stated that teachers teaching in classrooms without lockable doors and windows experience problem with their teaching aids. These situations affects the effectiveness of teaching on the foregoing therefore, resources availability is sort to boost the acquisition of skills in subjects. Resources make the entire learning process complete, functional and adaptable.

Physical materials in terms of adequacy and quality have been noted to have a great impact on performance of students in the examination (Husen, Saha, & Noonan, 2008). A school that has adequate instructional materials is likely to post better quality grades than a school which has poor quality physical resources. A school with inadequate classrooms will be forced to accommodate more students than recommended. This will exert a lot of pressure on resources such as teachers who may compromise their methodology as part of adaptive mechanism (Nafukho, 2009). The lack of basic facilities like practical field compromised the teaching of science subjects and creative subjects. Topics that are meant to be taught practically are taught theoretically as part of adaptive mechanism by teachers due to inadequate resources to enable effective teaching of the same. This ends up affecting negatively students' performance reducing thus affecting their transition (Mayama 2012; Lumuli, 2009). This study sought to establish the school physical facilities in public primary school in Sotik sub-county in order to evaluate how it is influence on learner's transition from lower grade grade to middle grade.

2.3 Theoretical Framework

The following theories guided the study;

2.3.1 Motivation Theory of Learning

The study was based on Skinner's (2007) motivation theory of learning. According to this theory, humans are motivated to learn through selective reinforcement of progressively more adequate approximation of the desired behavior (achievement) and extinction of inadequate behavior. Performance of the learners is inspired by the teacher among others who provides moral support and school environment which entails infrastructures for playing as well the teaching and learning resources.

The teachers are the key motivator in the classroom. The teacher must not only understand the learners but must also know ways in which they can be 'motivated' and 'inspired' for high transition. However, some of the factors that deter pupils' effective performance are lack of teaching and learning materials, poor teaching methodologies and unavailability of good school infrastructure such as playing field and demonstration space. If the teacher wants increase the transition rate of learners with good grades they must reward them based on their performance in each learning activity area. Although there is positive and negative reinforcement, Skinner (2007) believes that, learning must be based on positive reinforcement. Hence, for the learners to attain good performance, schools needs to coordinate all efforts of teachers, and school based factors to attain the desired quality transition of learners. Skinners' motivation theory is found to be appropriate for this study because it is envisaged that pupils' good performance to enable transition from one grade to another will depend on teachers' characteristics (teachers' qualifications, teaching strategies, teaching experience and teachers' attitudes); availability of teaching and learning resources and school physical resources.

2.3.2 Education Production Function Theory

The study was guided by the Education Production Function Theory whose main proponents are Dewey, Husted and Kenny (1998). The theory focuses on the analysis in the economics of education whose impacts are on school resources both physical facilities and learning resources. The theory assumes that there is substitutability of inputs to produce the same output. A standard formulation for the education production function takes the form: $A = F(X)$ where A represents the output produced by the activity, and X is a set of inputs. This theory is supported by Callan and Santerre (1990) and Nelson and Hevert (1992) who have provided empirical evidence that there is at least limited substitutability between educational inputs.

The study therefore used this theory to highlight various aspects of the learning process of the pupils which results in good performance of learner in relation to teaching and learning resources, teacher adequacy and physical facilities enables quality transits of learners from one level to the other. The theory posits that the output of the educational process (transition from one level to another) is directly related to inputs that both are directly controlled by teaching and learning resources, teacher's adequacy and physical facilities. This theory therefore was applicable to the study since it relates various inputs which include provision of learning resources, provision of human resources, curriculum supervision and physical resources. The study therefore was guided by this theory to establish smooth transition from lower grade to middle grade in public primary schools in Sotik Sub- County, Kericho County.

2.4 Conceptual Framework

The conceptual framework of this study illustrates the interrelationship between the independent variables and the dependent variables. The independent variables include teaching and learning resources, teacher's competency and school physical resources while the dependent variable is smooth transition from lower grade to middle grade as presented in Figure 2.1.

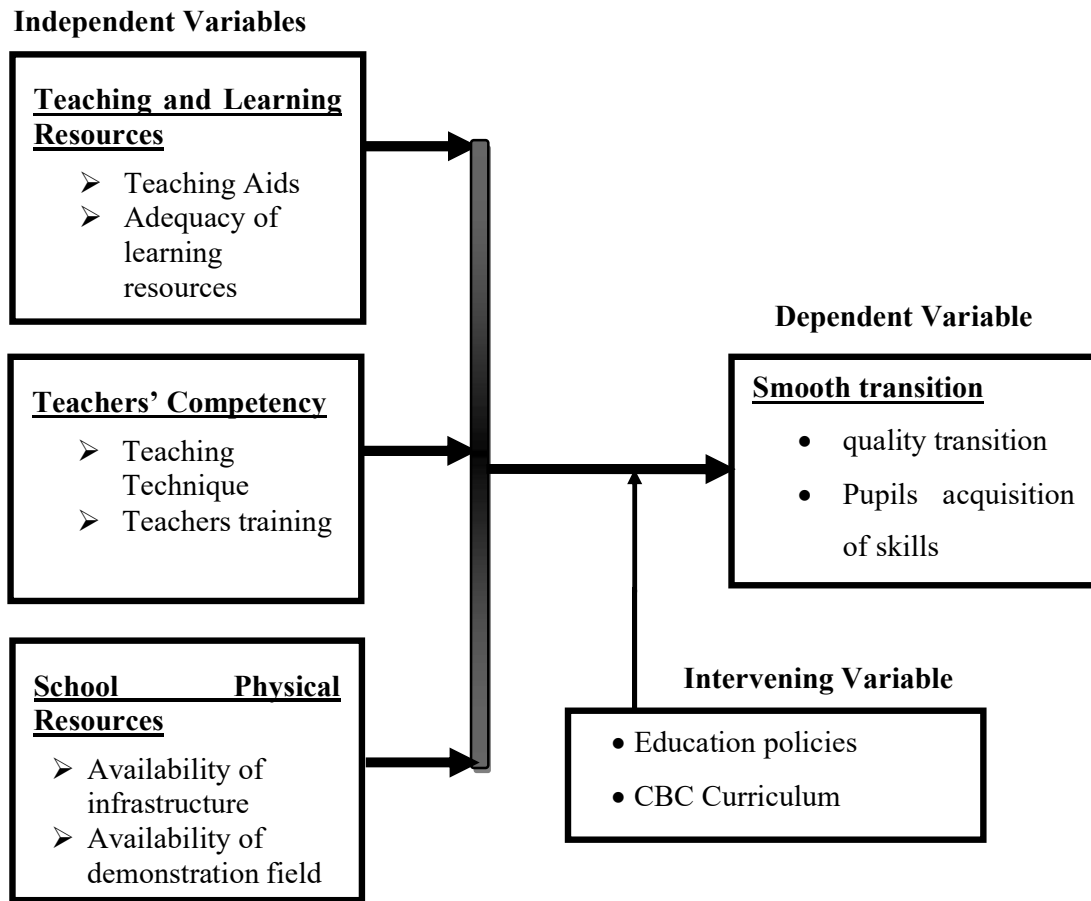


Figure 2.1 Conceptual Framework

Adopted and Modified from Universal Design for Transition: A Conceptual Framework for Blending Academics and Transition Instruction, (Scott, & Bruno, (2018).

The conceptual framework shown in Figure 2.1 has the independent variable, dependent variables and intervening variable. The independent variables are; teaching and learning resources are indicated teaching aids made of locally made material and the adequacy of learning resources. Teacher's competency was indicated by teaching techniques and teachers' training. School physical resources was indicated by availability of infrastructure and demonstration field which enables learners improve their performance hence smooth transition from lower grade to middle grade might be good and be of quality. The dependent variable was the smooth transition which was indicated by the quality of transition and pupils' acquisition of skills.

2.5 Knowledge Gap

Acquah, Frimpong and Kwame (2017) reported that implementation of the Competency based approaches had contributed immensely to the training of highly skilled graduates needed in the industry. Mugabo, Ozawa and Nkundabakura (2021) indicated that variations in the implementation of CBC between teachers were caused by the differences in their professional development, inadequate training on CBC, inadequate teaching learning resources and lack of infrastructural capacity of the schools. Ndayambaje (2018) indicated that despite the fact that all teachers in primary schools were trained on how to implement the curriculum; the study pointed out that lack of sufficient teaching-learning resources was reported as another issue hindering effective implementation of CBC in Rwanda. Makunja (2016) highlighted lack of in-service training of teachers on CBC, lack of sufficient instructional materials, overcrowded classrooms and low ability of children as the major challenges hindering effective implementation of the curriculum in Tanzania. Hipolite (2019) reported that teachers were faced with many challenges which hindered effective implementation of the Curriculum. These included; large number of pupils in classes, lack of adequate materials for teaching-learning and teachers' lack of proper understanding of CBC.

Muneja (2015) reported that teachers experienced many challenges which include; lack of adequate knowledge on teaching and assessment methods, lack of adequate textbooks and poor quality of instructional materials. In addition the study reported lack of adequate ICT tools for instruction and teachers' lack of motivation to implement the curriculum. Komba and Mwandangi (2015) indicated that the majority of the teachers lacked adequate knowledge on the curriculum, reviewed lesson plans did not reflect the qualities of a competence based lesson plan, involvement of learners in classroom activities by the teachers was overall low. Momanyi and Rop (2019) showed that teachers' lack of adequate knowledge and skills on how to implement the curriculum was the major factor hindering effective implementation of the CBC. Sifuna and Obonyo (2019) established that the curriculum was not systematically planned and implemented since there was inadequacy of instructional materials and lack of participation by parents and other relevant stakeholders in the curriculum reform process. Wambua and Waweru (2019) established that teachers were not fully prepared for the implementation of CBC and there were inadequate staff, inadequate infrastructure and lack of adequate teaching and learning resources. The above studies fail to show smooth transition from lower grade to middle grade in public primary school necessitating the need for this study.

Bizimana and Orodho (2019) established that there was a positive and significant correlation between teaching and learning resources and teacher effective classroom management, content delivery and eventual students academic performance. Orodho, Waweru, Ndichu and Nthinguri (2013) established that the challenges of availability and adequacy of learning resources was found to negatively affect teacher effectiveness in the use of teaching methods as well as focus on individual learner, hence fostering discipline and good attainment of good academic results. Waweru and Orodho (2014) established that effective resource management is a prerequisite to enhanced students academic performance.

Benjamin and Orodho (2014) recommend that learners should be allowed to learn in a way which suits the preferred style of learning. Pupils should be given an opportunity to learn their learning style by using various teaching and learning resources that best suit them. Laurillard (2013) found that lack of relevant teaching and learning materials caused dismal pupils' academic performance. Oyugi and Nyagah (2010) found that teaching/learning resources comprise of community involvement, regular teachers for both special needs pupils and the average pupils which influence pupil performance. Yara and Otieno (2010) showed that, stationeries and teaching aids influence pupils' performance. Marion (2020) reported large class size as a serious challenge that impeded the implementation of CBC in public primary schools. In addition, teachers reported unavailability of teaching materials for practical learning areas such as Music and digital literacy was seriously impeded by the lack of adequate instructional materials. There was need therefore to establish the effect of teaching and learning resources in the transition of pupils from lower grade to middle grade.

Orodho, Waweru, Ndichu and Nthinguri, (2014) noted that teachers who were professionally qualified were favorable to child-centered teaching methods whereby the learner is the one who is actively involved such as discovery method. Orodho, (2014) established that theoretical training should be enforced with practical training to increase the teacher's confidence. Nannyonjo (2007) found that teachers characteristics that may improve learners' performance were; teachers' competency, in-service training of teachers, age, teachers' experience, tenure of leadership, teaching strategies and evaluation systems in a school. Mdee and Donatha (2015) noted that pupils' transition is dismal, and the quality of performance is suspected to be influenced by the competencies of teachers as well as low syllabus coverage among other factors. According to Mosha (2014) most of the school in Tanzania has inadequate teachers who are competent which has led to poor academic performance translating to low pupils transition.

Okongo, Ngao, Rop & Nyongesa, (2015) noted that large class sizes in public school make it difficult for limited competent teachers available in public primary school to teach lessons effectively as compared to their counterparts in private schools who handle a smaller number of pupils. Therefore, teacher competency is a significant factor influencing pupils' transition. According to UNESCO report (2012) reiterated the problem of shortage of competent teaching personnel as a factor influencing pupils' transition in Kenya schools. Sitenei (2020) indicated that majority of the teachers had not received adequate training on the new curriculum. Further, it was reported that the time allocated was not adequate for the CBC lessons given the large class sizes. Mugenda, (2016) noted that good teachers have generally acknowledged qualities, sufficient knowledge of subject matter, skills in varied methodology and the language of instruction. Sidhu, (2012) noted that successful teaching experience is a valuable asset for learners smooth transition.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section provides the framework on how the research was conducted in the field and its analysis. It comprises of the research design, location of the study, target population, sample size and sampling techniques, instrument of data collection, data validity and reliability, data analysis and ethical considerations.

3.2 Research Design

The study adopted mixed research design. A mixed research design enables the researcher to generalize the findings to a large population, and also it explores and describes the relationships between variables in their natural setting without manipulating (Kothari, 2004). Descriptive research was used to investigate populations by selecting samples to analyze and discover occurrences. Kumar (2005) argues that the goal of descriptive research is to describe the characteristics of a selected phenomenon and involves the collection of data without manipulation of variables.

3.3 Location of Study

The study was undertaken in Sotik sub-county which is located in Bomet County. The sub county was curved out of Chepalungu and Bureti sub-county. It boards Chebalungu to the east, Transmara to the south, Borabu to the west and Bureti to the north. The main economic activity of this area, is mainly keeping livestock and crop production. The area was chosen for the study by the researcher it had been poor results in the national examinations and that the location has been posting low transition rate of pupils.

3.4 Target Population

The study targeted schools which have been presenting candidates CBC grade four examinations. The study area has 165 public grade schools, 165 head teachers and 1178 teachers serving in these schools. The study also targeted the 5300 grade five pupils in these schools. Grade five pupils were targeted because they had recently done their grade four exams which enables them to transit to middle grade hence understand the existing school based factors which are affecting smooth transition.

Table 3.1

Target Population

Respondents	Target	Percentage (%)
Head teachers	165	2.5
Teachers	1178	17.7
Grade five pupils	5300	79.8
Total	6643	100

Source: Sotik Sub County Educational Office (2023)

3.5 Sample and Sampling Procedure

The study used stratified random sampling technique in selecting respondents to constitute the sample for the study where subjects were selected in such a way that the respondents were grouped based on their titles and roles. In sampling, the researcher should make sure that the procedure used is such that the arising errors in estimating the sample size is minimized and the sample chosen in the study represents the characteristics of the population (Yogesh, 2006).

The researchers adopted the Nuausima's formula for calculating the sample sizes (Nausima, 2000) as follows:-

$$n = \frac{N}{1 + N(e)^2}$$

Where; n = Sample size, N= target population and e = error at 0.05

$$n = \frac{6643}{1 + 6643(0.05)^2}$$

$$n = \frac{6643}{17.6075}$$

$$n = 377.82$$

$$= 378$$

The sample population of 378 was distributed as per Table 3.2.

Table 3.2

Sample Size

Respondents	Sample Population	Percentage (%)
Head teachers	9	2.5
Teachers	67	17.7
Grade five pupils	302	79.8
Total	378	100

In this study, 9 head teachers were purposely chosen from the sampled schools while simple random sampling technique was used in selecting a total of 67 teachers and 302 Grade Five pupils from the sampled schools. The method is deemed adequate because of its cost effectiveness and use of inferential mode of analysis whose results can be inferred on the population of the study.

3.6 Data Collection Instruments

Data collection instruments are tools used to collect data from respondents. The researcher used two instruments for the study which included interview schedule for head teachers and questionnaires for both teachers and pupils. The researcher use the above instruments because they are the most suitable to collect data from a large sample. Questionnaire had a list of closed and/or an open ended question structured by the researcher to gather the required information and was directed to the persons under study (Kothari, 2011).

The questionnaire (Appendices III) was divided into 5 sections. Section A: Background information of the pupils/teachers; Section B: Information on the influence of learning resources on pupils' performance; Section C: Information on the influence of physical facilities, Section D: Information on the influence of school resources and Section E: Information on the influence of teaching adequacy as well as teaching resources available.

The interview schedule was developed for the head-teachers which sought information on smooth transition of pupils from lower to middle grade schools. Observation checklist was used in assessing the availability of teaching and learning resources which enables acquisition of competencies for Grade 5 pupils and be able to participate meaningfully in guided practical activities.

3.6.1 Validity

Validity refers to the extent to which data collection instruments measure the intended phenomena (Mugenda, 2003). The researcher use the expertise of the research supervisors in the field of study to assess the content and face value of the instrument and their feedback was incorporated in the final instruments before the actual study.

3.6.2 Reliability

Nsubuga (2000) refers to reliability as a situation where a test consistently yields the same results when repeated measurements are taken under the same conditions and the same subject pre-tests through the use of test, re-test technique. According to Mugenda and Mugenda (1999) reliability is a measure of degree to which a research instrument yield constant results after repeated trials. Orodho (2009) observes that reliability of an instrument is the consistence in producing similar results over a period of repeated trials.

The researcher piloted the research instrument in Konoin Sub County because their performance is higher than that of Sotik Sub- County and that both are in Bomet County hence have equal access and distribution of resources by the County Government and the Ministry of Education. The researcher administered the first test of the developed questionnaires and after period of two weeks, the same questionnaires were administered again to the same group and the responses scored. Then a comparison of the first score and that of the second was done using the Cronbach's alpha (α) where value of 0.817 was achieved thus the instrument was accepted and was deemed reliable as per Gliem and Gliem, (2003) who noted that a coefficient greater than 0.70 will be adequate for interpretive purposes.

3.7 Data Collection Procedures

The researcher first obtained the research authorization letter from University of Kabianga Board of Graduate Studies which was used to obtain a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The research permit and letter from Graduate School was presented to Sotik sub-county Educational Officer who granted the researcher with the permission to collect data from the selected schools.

The researcher made an appointment with targeted head-teachers who were visited for interview purpose. The questionnaires was administered to sampled pupils and teachers by first explaining to the respondents the nature and purpose of the research. Grade Five (5) pupils were observed on how they accomplish a given classroom task using the teaching and learning resources available in their school.

3.8 Data Analysis and Presentation

Collected data was sorted and cleaned as postulated by Punch (2003) to eliminate errors emanating from unclear responses, omission of data and other mistakes. Sorted and cleaned data coded in Statistical Package for Social Sciences (SPSS). Qualitative data obtained were analyzed thematically and organized into themes while Quantitative data was presented using percentages, means, frequency distribution and the findings presented in form of tables and figures. The research hypotheses were tested using correlation and regression analysis.

3.9 Ethical Considerations

Researcher sought for the consent to carry out the study from the administrators of the selected schools and gave clarification to clear any doubt that the participant may be having. Research participants were free to choose to participate in the study and that their anonymity was highly regarded by asking them not to write their names on the questionnaires and was assured of the confidentiality of the information they gave. Professionalism was adhered to and the code of ethics fully observed where participants were told the truth and given all facts about the research in order to make informed decisions about participating or not. The researcher assured the respondents that the information they gave was used only for academic purpose.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the response rate, presentation of results obtained from the three data collections instruments namely; head-teachers' interview schedule, teachers' questionnaire, observation schedule and observation checklist. The head teachers' interview and teachers' questionnaires were the principal tools used to collect data while the rest were used to triangulate the responses from the questionnaires. The results obtained by each instrument are discussed focusing on the objectives of the study which were to; establish the influence of school physical resources on their transition from lower grade to middle grade in public primary schools in Sotik Sub-County; examine the influence of teacher competencies on smooth transition from lower grade to middle grade in public primary schools in Sotik Sub-County and; determine the influence of teaching and learning resources on smooth transition from lower grade to middle grade in public primary schools in Sotik Sub-County. The results are discussed based on the above three main objectives of the study.

4.2 Response Rate

According to Orodho (2003) response rate is the number of fully completed questionnaires returned divided by the total number of questionnaires distributed to the entire sampled respondents and is presented as a percentage. The sample of this study comprised of 9 head teachers, 67 teachers and 302 grade five pupils who were from the public primary schools of Sotik Sub-County, Kericho County. The rate of return of questionnaires is shown in Figure 4.1.

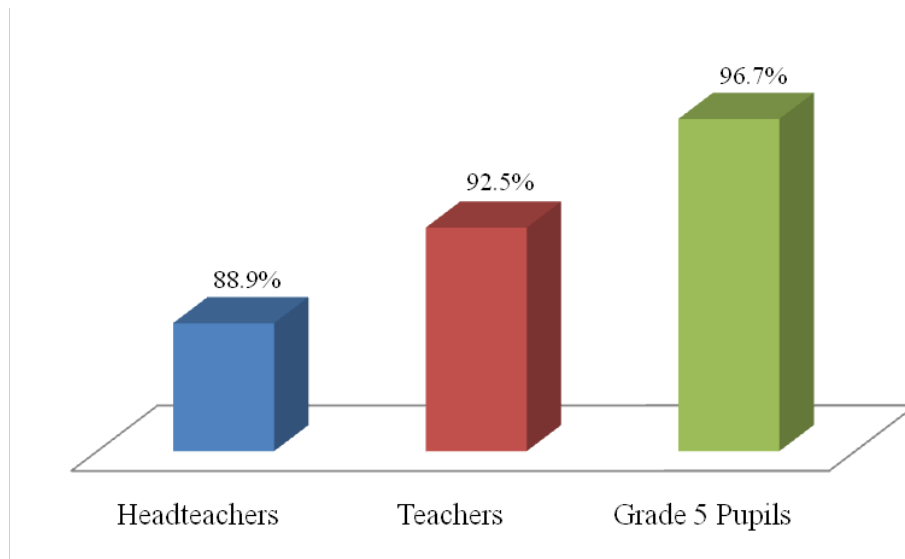


Figure 4.1: Response Rate

The study had sampled 9 head teachers for interview schedule but interview was done to 8 head teachers which represent 88.9% response rate. The number of teachers who were sampled issued with the questionnaires for the study was 67 but responses were received from 62 teachers which translate to a return rate of 92.5%. On observation, the researcher had sampled 302 grade five pupils during their lessons where 292 pupils were observed representing an observation rate of 96.7%. Grade five pupils who were not observed were 10 due to them not available in their class due to unknown reasons. According to Mugenda and Mugenda (2009), a response rate of 50% is adequate for analysis and reporting, a rate of 60% is good and a response rate of 70% is excellent, therefore the response rate for this study was excellent.

According to Kothari (2004) a response rate of 50% is average, 60-70% is adequate while above 70% is considered to be excellent response rate. Thus the response rate of 88.9% achieved for head teachers, 92.5% achieved for teachers and 96.8% achieved for pupils by the study was therefore considered excellent response rate.

The response rate of 88.9% for head teachers, 92.5% for teachers and 96.8% for pupils implies that the information can be used for analysis and that the generated conclusions were valid to be generalized to all public primary schools in Bomet County and in Kenya as a whole. This response rate was actualized due to the fact that the approach used to distribute the questionnaires was that of drop-and-pick method where the researcher issued the questionnaire and waited for the respondent to filling it before collecting the duly filled questionnaire. This implies that the findings of the study can be relied upon and that it can be generalized to the whole county of Bomet and in Kenya.

4.3 Background Information

The study sought to determine the background information of the respondents in relation to their gender, age, highest academic qualification, duration of teaching. This was also done so as to have a specific representation of the respondents in the desired field.

4.3.1 Gender of Respondents

Respondents were asked to indicate their gender and the findings are presented in Table 4.1.

Table 4.1

Gender representation of Head teachers and Teachers

Gender	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Male	5	62.5	35	56.5
Female	3	37.5	27	43.5
Total	8	100	62	100

The findings in Table 4.1 shows that 5 (62.5%) of the head teachers who participated in the study were male while 3 (37.5%) were female. Majority of teachers who were 35 (56.5%) were male while 27 (43.5 %) were female teachers. The findings indicated that male gender was the dominant among the respondents than the female gender both for head teachers and teachers which imply that the area under study had attracted a high number of male teachers and head teachers.

4.3.2 Age of Respondents

Respondents were asked to indicate their ages and the findings are presented in Table 4.2.

Table 4.2

Age of the Head Teachers and Teachers

Age	Head teachers		Teachers	
	Frequency	Percent (%)	Frequency	Percent (%)
20 – 30 years	0	0	29	46.8%
31 - 40 years	2	25.0%	27	43.5%
41 - 50 years	3	37.5%	4	6.5%
over 50 years	3	37.5%	2	3.2%
Total	8	100%	62	100%

According to Table 4.2, majority of the head teachers who were 3 (37.5%) were aged between 41 years and 50 years and the same number of respondents were over 50 years of age and those who were aged between 31 and 40 years were 2 (25.0%).

The findings in Table 4.2 imply that head teachers were aged above 30 years hence were mature enough to respond to the study. Majority of teachers who were aged 20 and 30 years were 29 (46.8%), those who were aged between 31 and 40 years of age were 27 (43.5%), teachers respondents who were aged 41 and 50 years were 4 (6.5%) and those who were aged above 50 years were 2 (3.2%). The findings imply that all the head teachers and teachers were above 20 years hence were matured enough to respond for study.

4.3.3 Academic qualifications of Respondents

Respondents were asked to indicate their academic qualifications and the findings are presented in Table 4.3.

Table 4.3

Academic Qualifications of Head Teachers and CBC Teachers

Qualifications	Head Teachers		CBC Teachers	
	Frequency	Percent (%)	Frequency	Percent (%)
Masters	2	25.0%	1	1.6%
Bachelor's degree	3	37.5%	8	12.9%
Diploma	2	25.0%	20	32.2%
P1	1	12.5%	33	53.3%
Total	8	100%	62	100%

Table 4.3 reveals that majority of head teacher who had bachelors degree were 3 (37.5%), head teachers who were 2 (25.0%) had master's degree and the same number had diploma qualification while 1 (12.5%) head teacher had P1 certificate.

Majority of the CBC teachers who were 33 (53.3%) had P1 certificate, teachers who had diploma qualifications were 20 (32.3%), teachers who had bachelor degree were 8 (12.9%) and the teacher who had masters degree were 1 (1.6%). The academic qualification in relation to the levels of respondents professional training imply that all the primary school head teachers and teachers had acquired professional qualification that must be attained for one to be licensed to teach in Kenyan primary schools which is essential for transition of pupils from one grade to another. The noted the teachers and head teachers should have professional qualifications as postulated by Kingshorn et al. (2004) who point out that theoretical training should be enforced with practical training to increase the teacher's confidence and that it is necessary for all teachers to have academic and professional qualifications.

4.3.4 Service Experience of Head Teachers

Respondents were asked to indicate the experience they had in teaching field and the findings are presented in Table 4.4 which shows the number of years of work experience for head teachers and teachers.

Table 4.4

Service Experience of Head Teachers

Experience	Head Teachers		CBC Teachers	
	Frequency	Percent (%)	Frequency	Percent (%)
Less than 5 years	0	0.0%	1	1.6%
6– 10 years	1	12.5%	18	29.0%
11 – 15 years	3	37.5%	30	48.4%
Above 16 years	4	50.0%	13	21.0%
Total	6	100%	62	100%

Deducing from Table 4.4 it can be noted that 4 (50.0%) of the head teachers had served as head teachers for over 16 years, those with between 11-15 years were 3 (37.5%), 1 (12.5%) head teachers had between 6 to 10 years' experience. Primary school head teachers' experience as indicated implies that they had gained enough experience to mentor pupils so as to transit from one grade to the next.

Majority of teachers who possessed a teaching experience of between 11 years and 15 years were 30 (48.4%), teachers who had 6 to 10 years were 18 (29.0%), 13 (21.0%) teachers had worked for more than 16 years while 1 (1.6%) respondents had worked for less than 5 years. This implies that all the respondents possessed the requisite experience and appropriate innovative skills necessary for pupils to transit from one grade to another.

This finding agrees with Bizimana & Orodho, (2014) who noted that teacher's level of formal education is very important as this determines the quality of work he/she has to do. A teacher who is well-qualified academically is deemed to be knowledgeable and expected to guide his/her learners well during teaching and learning activities. On the other hand, professional knowledge provides teachers with the necessary skills and etiquette necessary for his/her day-to-day teaching and learning activities. According to Ndegwa (2005) teachers who were professionally qualified were favorable to child-centered teaching methods. This implies that teachers who are professionally qualified use child-centered techniques and these are techniques whereby the learner is the one who is actively involved such as discovery method. Kingshorn et al. (2004) point out that theoretical training should be enforced with practical training to increase the teacher's confidence. It is necessary for all teachers to have academic and professional qualifications.

4.3.5 Pupils Transition

Teachers were asked to indicate the performance of their pupils in their end of year exams which was used in promoting them to the next grade and the findings are presented in Table 4.5.

Table 4.5

Pupils Performance per Grade

Grade	Exceed Expectations (80%-100%)	Meet Expectation (65% - 79%)	Approaching Expectation (50% - 64%)	Below Expectation (0% - 49%)
Grade 1	50 (17.1%)	68 (23.3%)	83 (28.4%)	91 (31.2%)
Grade 2	45 (15.4%)	74 (25.3%)	76 (26.0%)	97 (33.2%)
Grade 3	67 (22.9%)	81 (27.7%)	71 (24.3%)	73 (25.0%)
Grade 4	56 (19.2%)	63 (21.6%)	88 (30.1%)	85 (29.1%)

The findings according to Table 4.5, reveals that majority of the pupils in Grade 1 who were 91 (31.2%) had marks which were below expectation which was below 49%, pupils who had marks which were approaching expectation were 83 (28.4%), pupils who had marks which meet expectation were 68 (23.3%) and those whose marks exceeded expectation were 50 (17.1%). Pupils in Grade 2 whose marks were below expectation were 97 (33.2%), pupils who had marks which were approaching expectation were 76 (26.0%), pupils who had marks which meet expectation were 74 (25.3%) and those whose marks exceeded expectation were 45 (15.4%).

Majority of the pupils in Grade 3 whose marks were below expectation were 73 (25.0%), pupils who had marks which were approaching expectation were 71 (24.3%), pupils who had marks which meeting expectation were 81 (27.7%) and those whose marks exceeded expectation were 67 (22.9%). Grade 4 pupils whose marks were below expectation were 85 (29.1%), pupils who had marks which were approaching expectation were 88 (30.1%), while those meeting expectation were 63 (21.6%) and those exceed expectation were 56 (19.2%).

The findings reveal that majority of pupils in public schools in Sotik Sub-County transits to the next grade with marks which are below expectation, so to those who are approaching expectation. Few pupils transits to the next grade with marks which meets expectation and those who exceed expectation. One of the aspects that would affect transition is the scope and depth of the curriculum. Inability to complete the syllabus is expected to have negatively affected the level of acquisition of skills in the subjects enable transition to the next grade (Mbugua, 2016).

4.4 Descriptive Findings of the Research Variables

This section gives the descriptive findings of the study which has been categorized based on the study variables;

4.4.1 Teaching and learning resources on smooth transition

The first objective was to establish influence of teaching and learning resources on smooth transition from lower grade to middle grade in public primary schools in Sotik Sub-County. Teachers were asked to responds to the indicators on the teaching and learning resources which enables smooth transition.

The respondents indicated the extent to which they agree with the statements on teaching and learning resources in their school where SA meant Strongly Agree, A meant Agree, UD meant Undecided, D meant Disagree, and SD meant Strongly Disagree. The findings are presented in Table 4.6.

Table 4.6

Teaching and learning resources on smooth transition

Teaching and learning resources	SA	A	UD	D	SD
Teachers creative lesson aid facilitates transition of pupils	20 (32.3%)	30 (48.4%)	3 (4.8%)	4 (6.4%)	5 (8.1%)
Sound chats enables acquisition of relevant skills required for one to transits	20 (32.3%)	35 (56.4%)	2 (3.2%)	5 (8.1%)	0 (0.0%)
Maps and charts aid enables pupils acquire skills required for them to transits	19 (30.6%)	30 (48.4%)	1 (1.6%)	8 (12.9%)	4 (6.4%)
Models and creative visual materials are key resources required for acquisition of skills required for one to transit to the next grade	29 (46.7%)	26 (41.9%)	1 (1.6%)	4 (6.4%)	2 (3.2%)
Picture aids enables pupils acquired skills required before they transit to the next grade	22 (35.5%)	35 (56.5%)	0 (0.0%)	3 (4.8%)	2 (3.2%)

Table 4.6 reveals that majority of respondents who were 30 representing 48.4% agreed and 20 respondents representing 32.3% strongly agreed that teacher's creative lesson aid facilitates transition of pupils. The respondents who were 4 representing 6.4% disagreed together with 5 respondents representing 8.1% who strongly disagreed that that teacher's creative lesson aid facilitates transition of pupils.

Respondents who were 3 representing 4.8% were undecided. The findings agree with Ndegwa, (2005) who noted that the teacher co-ordinates the teaching and learning process through appropriate teaching and learning activities.

Majority of respondents who were 35 representing 56.4% agreed so do 20 respondents representing 32.3% who strongly agreed that sound charts enables acquisition of relevant skills required for one to transits. Respondents who were 5 representing 8.1% disagreed that sound charts enables acquisition of relevant skills required for one to transits while 2 respondents representing 3.2% were undecided. Maps and charts aid enables pupils acquire skills required for them to transits. This is true according to majority of the respondents who were 30 representing 48.4% who agreed together with 19 respondents representing 30.6% who strongly agreed. The respondents who were 8 representing 12.9% disagreed as well as 4 respondents representing 6.4% who strongly disagreed that maps and charts aid enables pupils acquire skills required for them to transits. Respondents who were 1 representing 1.6% was undecided.

The study findings agree with Sidhu, (2012) who noted that successful teaching experience is a valuable asset. It enables the teacher to acquire certain commendable characteristics such as promptness, adaptability, efficiency, arousing and maintaining interest, adequate command of instructional materials and ability to face the class with confidence. Thus the teachers with successful teaching experience may develop positive attitude towards the subject and hence choose appropriate instructional materials which will arose and sustain interest among students. This will trigger pupil's motivation to study well hence acquire relevant skills, thus high transition. They are able to prepare lesson plans, diagrams, illustrations, exercises, give proper instruction to students and maintain discipline.

Majority of the respondents who were 29 representing 46.7% strongly agreed as well as 26 respondents representing 41.9% who agreed that models and creative visual materials are key resources required for acquisition of skills required for one to transit to the next grade. Respondents who were 4 representing 6.4% disagreed as well as 2 respondents representing 3.2% who strongly disagreed that models and creative visual materials are key resources required for acquisition of skills required for one to transit to the next grade while 1 respondent representing 1.6% was undecided. Respondents who were 35 representing 56.5% agreed as well as 22 respondents representing 35.5% who strongly agreed that picture aids enables pupils acquired skills required before they transit to the next grade. Respondents who were 3 representing 4.8% disagreed as well as 2 respondents representing 3.2% strongly disagreed.

The findings as revealed in Table 4.6 imply that teacher's creativity in development of lesson aid facilitates transition of pupils, sound charts enables acquisition of skills required to transits, maps and charts aid enables pupils to acquire skills required for them to transits, models and creative visual materials are key resources required for acquisition of skills required for one to transit to the next grade and that picture aids enables pupils acquired skills required before they transit to the next grade. The study findings concurs with Orodho, (2014), who established that teaching is an art that requires those who have the ability, skill, knowledge and the interest which would act as the spring board for success to be realized.

Acquah, Frimpong and Kwame (2017) stated that teacher artistry does not just happen, teachers develop their art by using carefully planned fine-tuned lessons that reflect on an understanding of many different teaching strategies. Each teaching technique is skillfully applied to gain the desired intellectual, social, affective or kinesthetic skills. The best teachers know their tools of the craft, when and how to use them.

Teachers' main tools are: schemes of work, lesson plans, progress records, teaching and learning resources and appropriate teaching and learning strategies. Teachers develop artistry by being aware of both what they are doing and how what they do affects their learners. This means that teachers must know their learners as individuals, know their abilities and weaknesses so that they may plan various learning activities that the learners would be able to deal with for maximum achievement in the learning process.

Respondents were asked to indicate the extent to which teaching and learning resources influence pupils' transition from lower grade to middle grade and the findings are as per Figure 4.2.

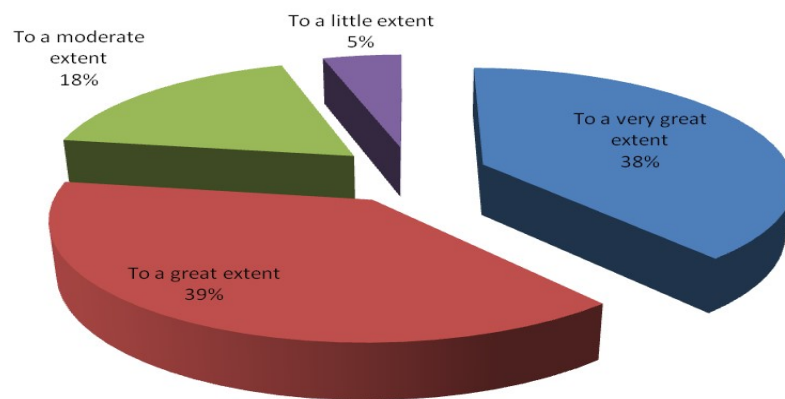


Figure 4.2 Extent of teaching and learning resources on pupils' transition

The findings according to Figure 4.2 reveals that majority of the respondents who were 25 representing 38.7% noted that teaching and learning resources influence smooth transition by a very great extent. Respondents who were 27 representing 37.7% said that teaching and learning resources influence smooth transition by a great extent. Respondents who were 11 representing 17.7% said that teaching and learning resources influence smooth transition by a moderate extent while 3 respondents who represented 4.8% said that teaching and learning resources influence smooth transition by a little extent.

The findings imply that teaching and learning resources influence smooth transition hence emphasis should be put so that teachers can be encourage being creative and transferring the same knowledge to their pupils.

The teaching and learning resources make a learning environment more realistic and interesting. Resources foster understanding of the content being learned. The teaching and learning resources therefore, enhance pupil performance and hence the transition from one educational level to another, less difficult. Mbithi (2007) says that just as well trained personnel are important for the success of schools, so are equipment and supplies. An educational curriculum will be meaningless without teaching and learning materials such as textbooks, chalk, visual aids, maps, charts and other supplies. Improving quality of education should be a priority even where enrollment has not reached universal levels.

4.4.2 Teacher Competency and smooth transition

The second objective of the study was to determine the effects of competency of teachers on smooth transition from lower grade to middle grade. Respondents were asked to respond on the extent to which they agree with the statements on competency of teachers.

Their response were on a Likert scales where; SA was Strongly Agree, A was Agree, UD was Un-Decided, D was Disagree and SD was Strongly Disagree. The findings are presented in Table 4.7.

Table 4.7

Competency of Teachers on Smooth Transition

Teachers Competency	SA	A	UD	D	SD
Our school is sufficiently staffed with teachers as per the CBC curriculum.	20 (32.3%)	2 (3.2%)	3 (4.8%)	11 (17.7%)	26 (41.9%)
The BOM employs trained and qualified graduate teachers to help mitigate the problem of teacher inadequacy	3 (4.8%)	8 (12.9%)	0 (0.0%)	24 (38.7%)	27 (43.5%)
The teacher-pupil ratio in our school is sufficient	15 (24.2%)	8 (12.9%)	4 (6.5%)	17 (27.4%)	18 (29.0%)
There are regular teacher transfers into our school by the TSC	6 (9.7%)	17 (27.4%)	5 (8.1%)	16 (25.8%)	18 (29.0%)
When a teacher is transferred out of our school, we do not get immediate replacement	22 (35.5%)	23 (37.1%)	4 (6.5%)	5 (8.1%)	8 (12.9%)

According to the findings in Table 4.7, majority of the respondents who were 26 representing 41.9% strongly disagreed as well as 11 responders representing 17.7% who disagreed that their school is sufficiently staffed with teachers as per the CBC curriculum. Respondents who were 20 representing 32.3% strongly agreed as well as 2 respondents representing 3.2% who agreed that their school is sufficiently staffed with teachers as per the CBC curriculum while 3 respondents representing 4.8% were undecided. The findings concurs with Wambua and Waweru (2019) in their study to establish the challenges facing the implementation of CBC in all public primary schools in Machakos County where they established that teachers were not fully prepared for the implementation of CBC and there were inadequate staff.

Majority of the respondents who were 27 representing 43.5% strongly disagreed as well as 24 respondents representing 38.7% who disagreed that BOM employs trained and qualified graduate teachers to help mitigate the problem of teacher inadequacy.

Respondents' who were 8 representing 12.9% agreed as well as 3 respondents representing 4.8% strongly agreed that BOM employs trained and qualified graduate teachers to help mitigate the problem of teacher inadequacy. According to Hipolite (2019) teachers who were professionally qualified were favorable to child-centered teaching methods. This implies that teachers who are professionally qualified use child-centered techniques and these are techniques whereby the learner is the one who is actively involved such as discovery method. Theoretical training should be enforced with practical training to increase the teacher's confidence. It is necessary for all teachers to have academic and professional qualifications.

The teacher co-ordinates the teaching and learning process through appropriate teaching and learning activities (Ndegwa, 2005). To be able to co-ordinate the learning process, the teacher must have the right skills and mastery of the content for the correct level of learners and at the stipulated time as outlined in the curriculum, that is, the school syllabus. The teacher's level of formal education is very important as this determines the quality of work he/she has to do. A teacher who is well-qualified academically is deemed to be knowledgeable and expected to guide his/ her learners well during teaching and learning activities (Ndichu & Nthinguri, 2014).

Majority of the respondents who were 18 representing 29.0% strongly disagreed as well as 17 respondents representing 27.4% who disagreed that the teacher-pupil ratio in their school was sufficient. Respondents who were 15 representing 24.2% strongly agreed as well as 8 respondents representing 12.9% who agreed that the teacher-pupil ratio in their school was sufficient. Respondents who were undecided were 4 representing 6.5%.

This finding concurs with Sitenei (2020) who investigated how school-based factors influenced implementation of CBC in primary schools in Kibera Sub- County, Kenya where he established that classes were crowded to the extent of forcing some learners to study from outside thus affecting effective implementation of the curriculum since teacher-pupil ratio of 1:80 was very high.

Most of the respondents who were 18 representing 29.0% strongly disagreed as well as 16 respondents representing 25.8% who disagreed that there were regular teacher transfers into their school by the TSC. The respondents who were 17 representing 27.4% agreed as well as 6 (9.7%) who strongly agreed that that there were regular teacher transfers into their school by the TSC. Respondents who were undecided were 5 representing 8.1%. Majority of the respondents who were 23 representing 37.1% agreed as well as 22 respondents representing 35.5% who strongly agreed that when a teacher is transferred out of their school they do not get immediate replacement. Respondents who were 8 representing 12.9% strongly agreed as well as 5 respondents representing 8.1% who agreed that when a teacher is transferred out of their school they do not get immediate replacement. Respondents who were undecided were 4 representing 6.5%.

The findings according to Table 4.7 reveals that primary school in Sotik Sub county are not sufficiently staffed with teachers as per the CBC curriculum; teacher-pupil ratio in most school is not sufficient; There no regular teacher transfers into school by the TSC; when a teacher transfer out of a school, the school do not get immediate replacement. The findings therefore revealed that a higher number of teachers had no pre-service training, contrary to a study by Orodho (2013) who concur that, one of the factors in curriculum implementation is the pre -service and in-service training of teachers; pre-service is the training of teachers on a certain curriculum before they start teaching while in-service is the training of teachers on how to implement a certain curriculum while they are already in the field.

This therefore implied that many teachers were not prepared to teach CBC. This is in line with Orodho (2013) and Birimana and Orodho (2014), who are in agreement regarding the need for a continuous staff training and capacity building in order to enhance quality of teaching. This is also in line with a study by Shikuku (2013) who noted that teachers teaching CBC have not been sufficiently trained while some have never been trained.

The study reveals that teachers have little experience and expertise rendering them incompetent in teaching CBC. This therefore means that learners end up not being well-equipped with the appropriate knowledge and skill, contrary to Mbugua, (2016) who compared well-trained teachers with less trained teachers and noted that achievement was related to teachers' knowledge of the subject matter. The results of this study showed that teachers in public primary schools are not well prepared to teach CBC thereby pointing out to the idea that learners are not attaining relevant skills as per the requirements of the curriculum.

This is in agreement with Kimbui (2010) who pointed out that qualified trained teachers contribute more positively to effective teaching of CBC than untrained teachers. This is contrary to Onganga (2007) who both asserts that for there to be effective implementation of the CBC program, there should be a clear supportive policy from the government. The responses compiled from head teachers' interviews pointed out that lack of training for teachers was one of the major hindrances which affected teacher's basic preparedness in teaching of CBC in primary schools.

Head teachers in all the schools affirmed that as implementers of CBC in their schools, teaching of CBC play an important role in shaping the learners acquisition of required skills. Head teacher in school S3 was interviewed on the effectiveness of CBC, and said:

“Most of the Teachers in my school have not train in CBC and the seminars which the Ministry offered was not adequate for the few teachers who were selected to come and impart the necessary skills to our learners. There is need for adequate training for all teachers so that they are in a position to prepare well to effectively teach and fully CBC curriculum with confidence.”

Most head teachers in sampled schools gave similar view and one head teacher from school S7 observed that lack of required training contribute to teacher’s non-preparedness to teach CBC curriculum in the teaching and learning process.

“...teachers have not received any training or seminar to keep them up-to-date with the new curriculum...” (Head Teacher, School S7).

“... the government did not involve all stakeholders when they introduced the new curriculum, and the worst things is that it did not prepare teachers well yet they are the implementers.” (Head Teacher, School S3).

Head Teacher in School S7 responding to the interview schedule in relation to the teaching CBC said:

“Parents are constantly required to provide the required resources required in the teaching of CBC curriculum since the government does not provide the many resources which the CBC curriculum demands nor have they increased the amount of student capitation.”

The statements of the interviewees relates to the responses from the head teachers’ in that lack of training for teachers makes them un-prepared to teach CBC in primary schools as well lack of teaching and learning resources. As a result, the teachers faced a dilemma when it came to the teaching of CBC. This affects the learners as they are not adequately acquire the required skills so as to transit to the next grade.

Respondents were asked the extent to which teacher competency influence pupils' transition from lower grade to middle grade and the findings are presented in Figure 4.3.

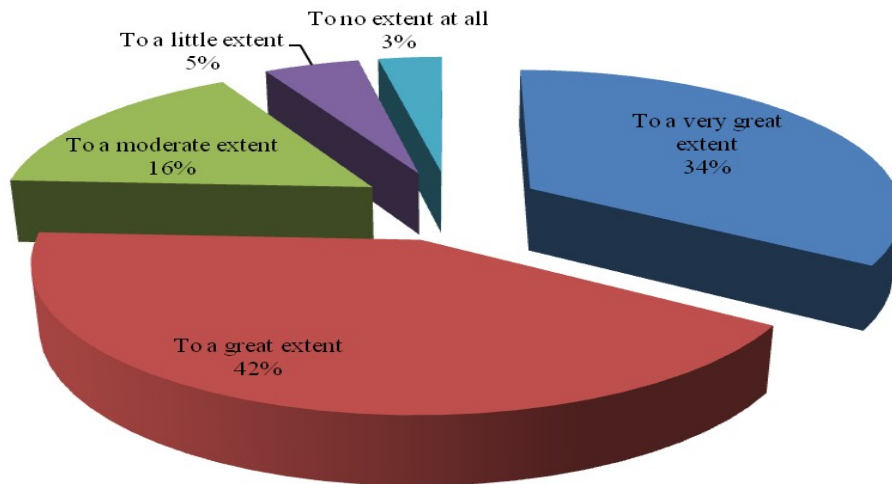


Figure 4.3 Extent of teacher competency influence pupils' transition

Figure 4.3 Reveals that majority of the respondents who were 26 representing 41.9% noted that teachers competency influence pupils transition to a great extent, 21 respondents representing 33.9% said that teachers competency influence pupils transition to a very great extent, 10 respondents representing 16.1% noted that teachers competency influence pupils transition to a moderate extent.

The respondents who were 3 representing 4.8% noted that teachers competency influence pupils transition to a little extent and 2 respondents representing 3.2% noted that teachers competency influence pupils transition to no extent at all. These findings imply that teacher's competency influence smooth transition from one grade to another. The findings concurs with Mugabo, Ozawa and Nkundabakura (2021) who conducted a case study which explored the relationships between a school's profile and their capacity to implement CBC in Rwanda.

Findings from the study indicated that variations in the implementation of CBC between teachers were caused by the differences in their professional development, inadequate training on CBC.

4.4.3 School physical resources and smooth transition

The third objective was to determine the influence of school physical resources on smooth transition from lower grade to middle grade in public primary schools in Sotik Sub-County. Respondents were asked to indicate using a tick the extent to which they agree with the statements on school physical resources on transition from lower grade to middle grade. The responses were on a Likert scales where; SA was Strongly Agree, A was Agree, UD was Undecided, D was Disagree and SD was Strongly Disagree. The findings are presented in Table 4.8.

Table 4.8

School Physical Resource on Smooth Transition of Pupils

School physical resources	SA	A	UD	D	SD
Our school have adequate classroom for all pupils in different grades	21 (33.9%)	3 (4.8%)	2 (3.2%)	8 (12.9%)	28 (45.2%)
Our school playing field is enough for pupils to share and acquire skills required for transition	5 (8.1%)	23 (37.1%)	0 (0.0%)	10 (16.1%)	24 (38.7%)
Our school field enables pupils acquire co-curricular activities required before transiting to the next grade	16 (25.8%)	32 (51.6%)	3 (4.8%)	5 (8.1%)	6 (9.7%)
Pupils from different grades requires enough space to demonstrate their skills which our school have	14 (22.6%)	6 (9.7%)	5 (8.1%)	7 (11.3%)	30 (48.4%)
The physical resources of our school are adequate for all our pupils in different grades.	16 (25.8%)	6 (9.7%)	3 (4.8%)	29 (46.8%)	8 (12.9%)

According to the findings in Table 4.8, majority of the respondents who were 28 representing 45.2% strongly disagreed as well as 8 respondents representing 12.9% who disagreed that their school have adequate classroom for all pupils in different grades. Respondents who were 21 representing 33.9% strongly agreed as well as 3 respondents representing 4.8% who agreed that their school have adequate classroom for all pupils in different grades. Respondents who were 2 representing 3.2% were undecided. Most of the respondents who were 24 representing 38.7% strongly agreed as well as 10 respondents representing 16.1% who disagreed that their school playing field was enough for pupils to share and acquire skills required for transition. Respondents who were 23 representing 37.1% agreed as well as 5 respondents representing 8.1% who strongly agreed that their school playing field was enough for pupils to share and acquire skills required for transition.

This finding concurs with Wamahiu and Karagu, (2012) who established that poor learning environment in schools restricted curriculum leading to poor performance of majority of students in the national examinations in Kenya. Court and Ghai (2010) also found out that the distribution of resources and equipment is a major factor which accounts for scholastic difference among schools. A study conducted by Gakuru, (2012) stated that teachers teaching in classrooms without lockable doors and windows experience problem with their teaching aids. These situations affects the effectiveness of teaching on the foregoing therefore, resources availability is sort to boost the acquisition of skills in subjects. Resources make the entire learning process complete, functional and adaptable. Majority of the respondents who were 32 representing 51.6% agreed as well as 16 respondents representing 25.8% who strongly agreed that school field enables pupils acquire co-curricular activities required before transiting to the next grade. Respondents who were 6 representing 9.7% strongly disagreed as well 5 respondents representing 8.1% disagreed that school field enables pupils acquire co-curricular activities required before transiting to the next grade.

Respondents who were 3 representing 4.8% were undecided. Respondents who were 30 representing 48.4% strongly disagreed as well as 7 respondents representing 11.3% who disagreed that pupils from different grades requires enough space to demonstrate their skills which their school have. Respondents who were 14 representing 22.6% strongly agreed. The respondents who were 6 representing 9.7% who agreed that pupils from different grades requires enough space to demonstrate their skills which their school have while respondents who were 5 representing 8.1% were undecided.

The findings agree with Jallow (2011), who noted that when students demonstrate a competency, they are demonstrating their ability to do something and require adequate physical facilities to actualize them. One of the strongest outcomes of CBC is increased students' engagement which results from students' ownership of the learning process. CBC also promotes individualized learning and accommodates a variety of learning styles, making it a truly personalized experience (Gruber, 2018). In addition, learning outcomes in CBC emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions (Frost et al., 2015). Mosha (2012) pointed out that a curriculum that is competency-based, contains the specific outcome of statements that show the competencies to be attained and that the expected behaviours or task require facilities which the pupils will use in demonstrating them such as field for sport.

Majority of the respondents who were 29 representing 46.8% disagreed as well as 8 respondent representing 12.9% who strongly disagreed that the physical resources of their school was adequate for all their pupils in different grades. Respondents who were 16 representing 25.8% strongly agreed as well as 6 respondents representing 9.7% who agreed that the physical resources of their school was adequate for all their pupils in different grades.

Respondents who were 3 representing 4.8% were undecided.

The findings according to Table 4.8 implies that school do not have adequate classroom for all pupils in different grades; school playing field is not enough for pupils to share and acquire skills required for transition; school field enables pupils acquire co-curricular activities required before transiting to the next grade; pupils from different grades requires enough space to demonstrate their skills which schools do not have; physical resources of school is not adequate for all pupils in different grades.

According to UNESCO (2015) Competence Based Curriculum (CBC) is a vehicle through which a country can empower its citizens with skills, knowledge and values that will help them fit in the global village which is characterized by advancing technology. Further, IBE-UNESCO (2017) highlighted that CBC enables learners to perform practically and measurably, using the skills acquired through learner-centered pedagogy. Ndayambaje (2018) pointed out that lack of sufficient physical resources is an issue hindering effective implementation of CBC in Rwanda. This implies that provision of adequate physical facilities and constant training of teachers to change their perception about the CBC is important for successful implementation.

This study sought to establish the availability, adequacy and use of school physical resources for the purposes of determining transition of pupils from one grade to another. The responses from head teachers, interview schedules, lesson observation and the observation check list are presented herein. The researcher sought to obtain responses from 8 head teachers regarding the availability of teaching and learning resources required for transition of pupils from one grade to another where data was recorded under the categories; Available, Available but Not Adequate and Not Available, as recorded in Table 4.9.

Table 4.9

Availability of Teaching and Learning Resource

Resource Materials	Available and adequate	Available but Not Adequate	Not Available
1. CBC syllabus	1 (12.5%)	2 (25.0%)	5 (62.5%)
2. CBC textbooks	2 (25.0%)	3 (37.5%)	3 (37.5%)
3. CBC magazines	1 (12.5%)	2 (25.0%)	5 (62.5%)
4. School pamphlets on CBC	1 (12.5%)	3 (37.5%)	4 (50.0%)
5. CBC Journals	1 (12.5%)	1 (12.5%)	6 (75.0%)
6. Newspapers, dailies, etc.	2 (25.5%)	2 (25.5%)	4 (50.0%)
7. Demonstration resources	1 (12.5%)	1 (12.5%)	6 (75.0%)

The findings according to Table 4.9 indicate that 5 respondents representing 62.5% of the head teachers reported that the syllabuses for CBC was not available in their schools, 2 respondents representing 25.0% of the head teachers said that the syllabus for CBC was available but the copies were not adequate while 1 respondent representing 12.5% of the head teacher said that CBC syllabus was available and adequate. This implies that there were hardly any copies of CBC syllabuses for CBC curriculum in public primary schools in Sotik Sub-County.

CBC text books were not available in 3 school which represents 37.5% of the interviewed head teachers and though available, were not adequate in 3 schools which represent 37.5% of school head teachers and was available and adequate in 2 schools which represents 25.0 This implies that there were high shortages of CBC textbooks to be used in teaching of CBC which is likely to affect the transition of learners.

According to 5 respondents which represent 62.5%, CBC magazine was not available in their school, 2 respondents which represents 25.0% of the head teachers admitted that they do not have adequate magazines related to CBC in their schools, only 1 respondents representing 12.5% of the head teachers said that they had adequate magazines related to CBC. This implies that there were hardly magazines in schools with content related to CBC hence lack of such magazine is likely to affect ideal conceptualization of competency skills by the learners which affects their transitions. School pamphlets on CBC was not available in 4 schools which represents 40.0%, was available but not adequate in 3 schools which represents 37.5% and was available and adequate in 1 school which represents 12.5%.

KNUT (2019) established that there was minimal implementation of CBC in schools due to the following challenges; overcrowded classrooms due to extremely high learners' enrolment and lack permanent classrooms which have led institutions to combine some learners of different grades. The report showed that most public schools did not have PP1 and PP2 classrooms forcing learning to be undertaken under a shade or tree. In addition, KNUT reported that majority of CBC learning areas did not have approved books, materials and delayed Government distribution of textbooks to school. It was also reported that the assessment rubrics had unclear guidelines hence teachers found it extremely difficult to assess learners' competencies and learning progress.

Majority of the head teachers who were 6 which represents 75.0% acknowledged that they do not have journal on CBC, 1 head teacher which represents 12.5% said that his school have CBC journals but was not adequate while the same number of respondents acknowledge that they have adequate volumes of journals with CBC contents in their school. This therefore, implies that new innovations and invasion which are documented in journals cannot be accessed and used by majority of schools hence affecting the acquisition of skills by learners which affects their transition from one grade to another.

Newspapers and periodic with pullouts with features and articles from which one can access CBC materials were not available in 4 schools which represents 50.0% of the schools according to their head teachers. Whereas 2 schools which represent 25.5% of the schools said that they have newspapers and periodic but were inadequate. Head teachers from 2 schools which represents 25.5% acknowledge that they have adequate number of newspapers and periodic.

The absence of newspapers and periodic with pullouts on CBC information hinders effective teaching of CBC in public primary schools leading to poor acquisition of relevant skills by learners which in turns affects transition of learners from one grade to another. The findings of the study showed that even though some resources were available in the sampled schools, some had none. This disproportional distribution of resources was also established by Orodho (2014) study on public secondary schools in Mandera County, Kenya. The study concurs with Abobo, (2012) who did a study in Trans-Nzoia West District in Trans-Nzoia County and found out that lack of adequate printed teaching materials namely Teachers' Guides, textbooks, reference materials and other relevant materials negatively influenced the acquisition of relevant skills by learners which affects their transition from lower grade to middle grade in public primary schools in Sotik sub-County.

Table 4.10

Availability of Audio-Visual Materials

Resource	Available Functional	and Available Functional	but Not Not Available
1. Videos	1 (12.5%)	1 (12.5%)	6 (75.0%)
2. PowerPoint	0 (0%)	1 (12.5%)	7 (87.5%)
3. Charts	2 (25.0%)	3 (37.5%)	3 (37.5%)
4. Laptops	3 (37.5%)	3 (37.5%)	2 (25.0%)
5. Cartoons	2 (25.0%)	2 (25.0%)	4 (50.0%)
6. Models	2 (25.0%)	3 (37.5%)	3 (37.5%)
7. Graphics	1 (12.5%)	2 (25.0%)	5 (62.5%)
8. Diagrams	2 (25.0%)	3 (37.5%)	3 (37.5%)
9. Pictures/photographs	2 (25.0%)	2 (25.0)	4 (50.0%)
10. Drawings	2 (25.0%)	2 (25.0%)	4 (50.0%)

The results in Table 4.10 show the availability of projected CBC materials which included videos, slides, PowerPoint presentation and Computers. Majority of the respondents who were 6 which represents 75.0% noted that they do not have videos on CBC learning resources. Respondents who were 1 which represent 12.5% indicated that they have video resources but were not functional while the same number of respondent noted that they have video teaching and learning resources which are adequate.

Majority of the head teachers who were 7 representing 87.5% said that they do not have PowerPoint presentation with CBC resourceful information while only 1 head teacher which represents 12.5% said they have but they are not functioning. There was no school with available and functioning PowerPoint presentation on CBC teaching and learning resources. This implies that most public primary schools do not have PowerPoint resources for CBC learners and this affects the learner's transition from one grade to another.

Respondents who were 3 representing 37.5% noted that they do not have available charts for teaching CBC learners; the same numbers of respondents noted that they have available charts for teaching CBC learners but were inadequate. The respondents who were 2 head teachers which represent 25.0% agreed that they have available and functional charts for teaching CBC learner in their schools. This implies that most teachers in public primary schools do not have charts for teaching CBC learners. Respondents who were 3 which represent 37.5% of the head teachers accepted that they have available and functional laptops used in teaching CBC learners. The same number of respondents noted that they have available laptops but are not functional while 2 respondents representing 25.0% noted that they do not have available laptops.

This imply that most public primary schools still have in their possession laptops which were procured during the Jubilee governments but quite a number of this laptops are no-longer functional hence denying CBC learners an opportunity to learn new skills. Hoban and Zizzman (2006) stated that the value of audio-visual materials is function of their degree of realism. The authors arranged various teaching methods in a hierarchy of greater abstraction beginning with the total situation and culminated in words to the top of the hierarchy. These include words, diagram, maps, flat, pictures, slide, films, models and objects.

Olahimola (2010) stated that different subjects at different levels in the educational system show that instructional materials used by tutors serve to make concepts and ideas real. They make learning more interesting, more real and lively. At all level of education. Instructional materials are very important in the attainment of desired goals and objectives. The traditional chalkboard method of teaching involves only the learning sense of hearing and the easily lose of interest after sometime.

The findings in Table 4.10 reveal that 4 respondents who represented 50.0% said that they do not have cartoons which pupils can use to learn new skills under CBC. Respondents who were 2 representing 25.0% agreed that they have but not adequate cartoons. Respondents who were 2 representing 25.0% said that they have adequate and enough cartoons for teaching new skills under CBC. Respondents who were 3 representing 37.5% noted that they do not have models for teaching new skills under CBC, while the same number of respondent noted that they have models available in their schools but are not adequate. Respondents who were 2 representing 25.0% noted that they adequately have models which are always available for use by CBC learners.

Respondents who were 5 representing 62.5% noted that they do not have graphic on CBC skill enhancements in their schools, respondent who said that they have graphic in their school were 2 which represents 12.5% while 1 respondent representing 12.5% noted that they adequately have graphic for learning CBC skills by learners and are readily available and adequate for use. This indicates that CBC visual materials to be used in the teaching of CBC learners were not available in primary schools thus resulting in ineffective teaching of CBC in primary schools. This means that learners were not able to learn new skill during the teaching and learning of CBC.

This also implies that teachers were not creative and innovative enough to locally available materials to develop this model required for teaching and learning as well as acquisition of CBC skill and reinforce the concepts taught due to the shortages of CBC resource materials. The study found out that 3-D resources such as charts, cartoons and models were hardly available for use in teaching CBC in schools and where they were available were not adequate. This revealed that teachers still faced challenges on the use of 3-D materials to enhance the teaching and learning of CBC skills which is more captivating and involves the direct participation of learners.

Onganga, (2017) postulate that shortage of necessary resource materials poses a serious challenge to the teaching of CBC curriculum in public primary schools, which case concurs with the reports obtained from the head teachers of the schools where the interviews were conducted. Ogwa (2012) is of the view that a teacher who uses teaching aid to deliver his/her lesson will convey more facts to the students at short intervals than one who use only oral speeches for lesson delivery. He also stated in seven ways the importance of instructional materials during lesson presentation as; the teacher saves efforts; the learner is active; classification of concept; retention of learned material; time is saved; interest is captured and reality in learn presentation.

The findings in Table 4.10 showed that respondents who were 3 representing 37.5% noted that they do not have diagrams used in teaching CBC learners in their school. The same respondents who were 3 representing 37.5% noted that they have diagrams but were not adequate for use by all learners. Respondents who were 2 representing 25.0% agreed that they adequately have enough diagrams for used by all pupils in acquisition of skills in CBC which enables them to transits from one grade to another.

Okwudibia (2015) highlighted the functions of instructional materials the promotion of learning that instructional materials; provide increased interest in learning; hold the learner's attention; provide the learner with opportunities of interacting with their social and physical environment (excursion); offer learners opportunity for independent and individualized learning; supply concept basis for conceptual thinking; offer opportunities for learner to develop their abilities and skills as well as promote the acquisition and longer retention of knowledge.

According to the findings in Table 4.10, respondents who were 4 representing 50.0% said that they do not have pictures and photographs for teaching CBC. Respondents who were 2 representing 25.0% noted that they have adequate but not available pictures and photographs used to teach CBC learners while 2 respondents representing 25.0% of the head teachers noted that they have adequate and readily available pictures and photographs. Respondents who were 4 representing 50% said that they do not have drawing used in teaching CBC pupils; respondents who were 2 representing 25.0% noted that they have adequate but not available drawings while 2 respondents representing 25.0% of the head teachers noted that they have drawings used to impart knowledge to pupils in one grade to another. This means that the teaching of CBC in the public primary schools was not effectively due to lack of use of diagrams regresses thus learning were unable to visualize the context of what they are being taught leading poor transition of learners from one grade to another.

According to Agy (2010), instructional materials could be classified into: Visual material: such as picture, diagrams buildings, projectors, teachers themselves(s) chart, real objects (realia) studies etc. These materials such as books, newspapers, journals, magazines, pamphlets, handout or NTI modules were also involved.

Audio materials – such as tape recording cassette, cartridge, radio, dice, teletext, teleconferencing, language laboratories, teachers voice. They appeal to the sense of hearing; Audio – visual materials which include the television, video recording motion pictures with sound tracks, slide and films trips projection with sound tapes, films and multimedia. They appeal to both sense of hearing and sight; Materials/software include graphic materials, pointed materials, slide, filmstrips, overhead transparency, tapes cassettes, and motion pictures; Equipment/hardware: examples include: blackboards, tape recorders, projectors and video recorders.

Agy (2010), further noted that equipments are used in presenting materials, static or display such as chalkboard, flannel graph, flip charts, magnetic board, are also used in presenting materials or lectures; Electronics: this comprises of radio, computer, e-mail, multimedia. These teaching materials makes teaching and learning process more easy and concrete; Non-projected media include books and other printed material, objects, specimens, models a mock-up graphical materials bulletin board that exhibits black boards, buildings, field trips simulation and games; Two-dimensional instructional materials include flat pictures, graphs, chart, diagrams, posters, conic, cartoons, slides, films, trips and films. They are also non-projected materials with characteristics of being flat and light and may be either in opaque or transparent form. They have length but no height hence they are 2 dimensional aids and; Three-dimensional instructional materials include: models, mock-up objects, specimens, laboratories, simulation and games. They are non-projected materials. Characteristically, they have length, breath, height, hence they are called 3 dimensional.

The availability of CBC teaching and learning resources through observation was done by use of observation checklist to record and confirm their availability and usage in the teaching and learning of CBC. The results are presented in Table 4.11.

Table 4.11

Checklist Results on Availability of CBC Teaching and Learning Resource

CBC Learning Resources	Available	Not Adequate	Not Available
1. Syllabus for CBC	1 (12.5%)	2 (25.0%)	5 (62.5%)
2. Pupils CBC Textbooks	2 (25.0%)	3 (37.5%)	3 (37.5%)
3. CBC Teachers Guide	1 (12.5%)	2 (25.0%)	5 (62.5%)
4. Internet resources	0 (0.0%)	2 (25.0%)	6 (75.0%)
5. Flip charts	1 (12.5%)	2 (25.0%)	5 (62.5%)
6. Pointers	0 (0.0%)	2 (25.0%)	6 (75.0%)
7. Newsprint	0 (0.0%)	2 (25.0%)	6 (75.0%)
8. EYE Curriculum Designs	0 (0.0%)	1 (12.5%)	7 (87.5%)
9. Playing resources	2 (25.0%)	3 (37.5%)	3 (37.5%)
10. Modeling materials	1 (12.5%)	2 (25.0%)	5 (62.5%)
11. Schemes of work and lesson plans	1 (12.5%)	2 (25.0%)	5 (62.5%)
12. Videos/Photos	1 (12.5%)	2 (25.0%)	5 (62.5%)
13. Laptop/Computer	2 (25.0%)	3 (37.5%)	3 (37.5%)
14. Masking/Sticky Notes	1 (12.5%)	2 (25.0%)	5 (62.5%)
15. Marker/Felt pens	2 (25.0%)	3 (37.5%)	3 (37.5%)

Table 4.11 on CBC Learning resources reveals that majority of primary school sampled who were 5 representing 62.5% did not have syllabus for CBC, 2 primary school which represent 25.0% had CBC syllabus which was not adequate while only 1 primary school which represent 12.5% had syllabus for CBC. Pupils CBC textbooks was not available in 3 primary schools which represent 37.5%, it was not adequate in 3 primary school which represents 37.5% but was available in 2 schools which represent 25.0%.

CBC teachers guide was not available in 5 primary schools which represent 62.5%, the guide was not adequate in 2 primary schools which represent 25.0% but was available in 1 school which represent 12.5%. Internet resources was not available in 6 primary school sampled which translates to 75.0% and the same was not adequate in 2 primary school which translates to 25.0%.

Majority of primary schools which were 5 representing 62.5% did not have flip charts, 2 primary school which represents 25.0% had flip charts but was inadequate while 1 primary school which represent 12.5% had adequate flip charts. Pointers was not available in 6 primary schools which represent 75.0% but was available and not adequate in 2 primary school which represent 25%. News print was not available in 6 primary school which translates to 75.0% but was available and not adequate in 2 schools which translates 25.0%. EYE curriculum design s were not available in 7 primary school which represent 87.5% but was available in 1 primary school which represent 12.5%. Playing resources were not available in 3 primary schools which represents 37.5%, 3 primary schools which represent 37.5% had playing resources but were not adequate while 2 primary schools which represent 25.0% had adequate playing resources.

Modeling materials were not available in 5 primary school which represents 62.5% but was available but not adequate in 2 primary schools which represents 25.0% yet only one primary school which represent 12.5% had modeling materials. Majority of CBC primary school teachers in 5 primary schools which represents 62.5% did not have scheme of works and lesson plan, 2 primary schools teachers which represents 25.0% had scheme of works and lesson plan but was not for all subjects while 1 primary school teacher which represents 12.5% had scheme of works and lesson plan for all subjects.

Videos and photos was not available in 5 primary school which translates to 62.5%, 2 primary schools which translates to 25.0% had video and photos but was not adequate for all the grade subjects but only 1 primary school which translates to 12.5% had adequate photos and videos for all subject area. The primary schools which did not have laptops or computers to be used by learning in acquiring in technology skills were 3 which represents 37.5%, the primary schools which had laptops and computers but were not adequate were 3 representing 37.5% while 2 primary school which represents 25.0% had computers and laptops which were adequately shared among all their learners.

Masking and sticky notes were not available in 5 primary schools which represents 62.5%, the primary schools which had sticky notes and masking tapes but was not adequate were 2 representing 25.0% only 1 primary school which represents 12.5% had adequate masking and sticky notes. Marker pens and felt pens were not available in 3 primary schools which represents 37.5%, they were available but not adequate in 3 primary schools which represents 37.5% but were available and adequate in 2 primary schools which represents 25.0%.

Interview schedule response from the 8 head teachers revealed that, the unavailability of teaching and learning resources is the major setback in the teaching of CBC in primary schools which interns affects learner's acquisition of relevant skills required. The respondents mentioned the unavailability of appropriate teaching and learning materials which could otherwise help teachers to adequately prepare for the lessons in the teaching and learning of CBC. For example, the number of textbooks and reference books available was not adequate. In fact, the book-learner ratios in the schools surveyed ranged from 1:30, 1:40.

Head Teacher from School S6 while responding to item on the availability of CBC resource materials said the following:

“The textbooks to be used in the teaching of CBC are not adequate to compared the number of learners in all the grades. In our school, the ratio of book to learners ranges from 1:30 to 1:40 across all the grades.”

Head teachers from the sampled schools and interviewed by the researcher had a similar view on availability of CBC teaching resource materials. The head teachers responding to interviews said that some reference books which were available in their schools did not have sufficient content on CBC.

4.5 Inferential Findings

The results of inferential statistics presented include correlation analysis and regression analysis

4.5.1 Correlation Analysis

Under this section, the study sought to establish the significance, direction and strength of the linear relationship between smooth transitions, which was the dependent variable; teaching and learning resources, teachers competencies and school physical resources which were the independent variables. This was achieved through performing a Pearson’s correlation analysis whose range is -1 to 1 . -1 indicates a perfect negative relationship, 0 indicates that there is no relationship between the variables while $+1$ indicates a perfect positive relationship.

An absolute Pearson’s correlation value of above 0.5 indicates a strong linear relationship between the variables while a value below 0.5 indicates a weak linear relationship. The sign of the Pearson’s correlation coefficient value indicates the direction of the relationship. Finally, the resultant p-value less than 0.05 at 95% confidence level indicated that the linear relationship between variables of interest is statistically significant.

A correlation analysis was performed in this study and the findings were presented in Table 4.12.

Table 4.12

Correlations

		Teaching	Competency	Resources	Transition
Teaching	Pearson				
	Correlation	1			
	Sig. (2-tailed)				
	N	62			
Competency	Pearson				
	Correlation	.470**	1		
	Sig. (2-tailed)	.000			
	N	62	62		
Resources	Pearson				
	Correlation	.413**	.518**	1	
	Sig. (2-tailed)	.001	.000		
	N	62	62	62	
Transition	Pearson				
	Correlation	.488**	.518**	.374**	1
	Sig. (2-tailed)	.000	.000	.003	
	N	62	62	62	62

** . Correlation is significant at the 0.01 level (2-tailed).

According to the results in Table 4.12, Pearson correlation coefficient of 0.488 shows a clear indication that teaching and learning resources had a positive correlation with smooth transition (p-values <0.05). The Pearson correlation coefficient of 0.518 gives an indication that teacher competencies had a positive correlation with smooth transition (p-values <0.05). The Pearson correlation coefficient of 0.374 gives an indication that school physical resources had a positive correlation with smooth transition (p-values <0.05).

This implies that there was positive relationship between teaching and learning resources, teachers competencies and school physical resources and that they positively affect smooth transition of learners from lower grade to middle grade in Sotik Sub-County.

4.5.2 Regression Analysis

Regression analysis was done to examine the relationship between the dependent variable and independent variable and the findings are presented in Table 4.13.

Table 4.13

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.591 ^a	.349	.316	.61711

a. Predictors: (Constant), Resources, Teaching, Competency

Table 4.13 revealed that teaching and learning resources, teachers competencies and school physical resources had positive significant relationship with smooth transition ($R=0.591$). The results showed that 34.9% of variation in smooth transition is related with teaching and learning resources, teachers competencies and school physical resources ($R\text{ Square} = 0.349$). However, other factors not in the study attributed to 65.1% variation of smooth transition.

The relationship between dependent variables and independent variable was tested using ANOVA analysis at 5% significant level.

Table 4.14

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	11.853	3	3.951	10.375	.000 ^b
1	Residual	22.088	58	.381		
	Total	33.941	61			

a. Dependent Variable: Transition
b. Predictors: (Constant), Resources, Teaching, Competency

Table 4.14 on ANOVA revealed that there existed significant relationship between smooth transitions from lower grade to middle grade ($F_{(3, 61)} = 10.375, p < 0.05$). The findings showed that the significance value is 0.000 which is below 0.05. This implies that there is a statistically significant relationship between smooth transition and teaching and learning resources, teachers competencies and school physical resources.

Table 4.15

Coefficients^a

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1	(Constant)	.586	.278	2.105	.040
	Teaching	.387	.160	.297	.019
	Competency	.263	.101	.340	.012
	Resources	.055	.095	.074	.562

a. Dependent Variable: Transition

As presented on Table 4.15, it was established that there exists a significant positive relationship between teaching and learning resources and smooth transition $\beta = 0.387$. The results were statistically significant since p was 0.012 which was less than 0.05. The beta coefficient of 0.387 means that when teaching and learning resources increase by an additional unit, smooth transition increases by 0.387. The findings established that teachers competencies has a positive relationship with smooth transition ($\beta = 0.263, p < 0.05$).

The beta coefficient of 0.263 means that when teacher's competencies increase by an additional unit, smooth transition increases by 0.263. The study established that school physical resources has positive non significant relationship with smooth transition ($\beta = 0.055, p > 0.05$). This reveals that physical resources do not have an effect on smooth transition of learners from lower grade to the middle grade.

Table 4.16 gives the summary of the test of hypotheses;

Table 4.16

Summary of Test of Hypotheses

Hypothesis	Results	Conclusion
H ₀₁ : There is no statistical significance effect of teaching and learning resources on smooth transition from lower grade to middle grade in public primary schools in Sotik Sub-County.	The results reveals that there is significant effect of teaching and learning resources on smooth transition ($\beta = 0.387$, $p < 0.05$)	H₀₁ Rejected
H ₀₂ : There is statistical significant effect of teacher competencies on smooth transition from lower grade to middle grade in public primary schools in Sotik Sub-County.	The results reveals that there is significant effect teacher competencies on smooth transition on smooth transition ($\beta = 0.263$, $p < 0.05$)	H₀₂ Rejected
H ₀₃ : There is no statistical significance effect of school physical resources on their transition from lower grade to middle grade in public primary schools in Sotik Sub-County.	The results reveals that there was no significant effect of school physical resources on smooth transition ($\beta = 0.055$, $p > 0.05$)	H₀₃ Accept

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions, recommendations based on the objectives of the study which were to; establish the influence of school physical resources on their transition from lower grade to middle grade in public primary schools in Sotik Sub-County; examine the influence of teacher competencies on smooth transition from lower grade to middle grade in public primary schools in Sotik Sub-County and; determine the influence of teaching and learning resources on smooth transition from lower grade to middle grade in public primary schools in Sotik Sub-County and there after gives suggestions for further studies.

5.2 Summary of the Findings

The findings indicated that male gender was the dominant among the respondents than the female gender both for head teachers and teachers which imply that the area under study had attracted a high number of male teachers and head teachers. The findings showed that all the head teachers and teachers were above 20 years hence were matured enough to respond for study. All the primary school head teachers and teachers had acquired required academic and professional qualification hence were able to impart the relevant skills to learners which are essential for transition of pupils from one grade to another. Bothe the head teachers and teachers had the requisite experience and appropriate innovative skills necessary for pupils to transits from one grade to another. On the rate of transition, the findings reveal that majority of pupils transits to the next grade with marks which are below expectation, so to those who were approaching expectation, few met expectation and exceed expectation.

Pearson correlation coefficient of 0.488 shows a clear indication that teaching and learning resources had a positive correlation with smooth transition (p-values <0.05). The Pearson correlation coefficient of 0.518 gives an indication that teacher competencies had a positive correlation with smooth transition (p-values <0.05). The Pearson correlation coefficient of 0.374 gives an indication that school physical resources had a positive correlation with smooth transition (p-values <0.05). This implies that there was positive relationship between teaching and learning resources, teachers competencies and school physical resources and that they positively affect smooth transition of learners from lower grade to middle grade in Sotik Sub-County. The results showed that 34.9% of variation in smooth transition is related with teaching and learning resources, teachers competencies and school physical resources ($R^2 = 0.349$). However, other factors not in the study attributed to 65.1% variation of smooth transition

5.2.1 Teaching and learning resources on smooth transition

The first study objective was to establish influence of teaching and learning resources on smooth transition from lower grade to middle grade in public primary schools in Sotik Sub-County. The findings reveals that teacher's creativity in development of lesson aid facilitates transition of pupils, sound chats enables acquisition of skills required to transits, maps and charts aid enables pupils to acquire skills required for them to transits, models and creative visual materials are key resources required for acquisition of skills required for one to transit to the next grade and that picture aids enables pupils acquired skills required before they transit to the next grade.

The findings showed that teaching and learning resources influence smooth transition hence emphasis should be put so that teachers can be encourage being creative and transferring the same knowledge to their pupils. Teaching and learning resources help in transition of pupils from lower grade to middle grade in many aspects as recommended by Eshiwani (2016).

Availability of enough and relevant resources contributes to high transition of students from primary to secondary school. Goodland (2014), further proposed that reliance by teachers on text books and, to a lesser extent on state guides focuses the conflicts between uniform source of information and varied sources geared to the needs of the individual learners. Schools and teachers should adjust material to individual learners' needs and that standardization is one way of ensuring equal educational opportunity (Allyn and Bacon, 2018).

Nuhu et al. (2021) lamented that mastery of skills might not be fully achieved without the use of instructional materials. Relevant and appropriate instructional materials help to arouse and sustain interest and help to concretize ideas and stimulate the imaginations of the students, thus enhances achievement of students in a subject (Mustapha et al., 2022). According to Olatunde-Aiyedun (2021), instructional materials include, modern textbooks, equipment, consumables like chemicals and reagents, models, charts etc. and the physical learning environments, which include the science classrooms and laboratories. Similarly, Adesola et al. (2022) gave examples of some instructional materials to include, cardboard paper, real objects, CD ROM, CD ROMs, charts, radio, DVDs, test tube holders, clinostat, reptile hook, models, diagrams, and pictures.

5.2.2 Teacher Competency on smooth transition

The second objective of the study was to determine the effects of competency of teachers on smooth transition from lower grade to middle grade. The findings showed that primary school in Sotik Sub county are not sufficiently staffed with teachers as per the CBC curriculum; BOM does not employ trained and qualified graduate teachers to help mitigate the problem of teacher inadequacy; teacher-pupil ratio in most school is not sufficient; There no regular teacher transfers into school by the TSC; when a teacher transfer out of a school, the school do not get immediate replacement.

The responses compiled from head teachers' interviews pointed out that lack of training for teachers was one of the major hindrances which affected teacher's basic preparedness in teaching of CBC in primary schools. Head teachers in all the schools affirmed that as implementers of CBC in their schools, teaching of CBC play an important role in shaping the learners acquisition of required skills. These findings showed that teacher's competency influence smooth transition from one grade to another. The teacher's level of formal education is very important as this determines the quality of work he/she has to do. A teacher who is well-qualified academically is deemed to be knowledgeable and expected to guide his/her learners well during teaching and learning activities (Bizimana & Orodho, 2014).

5.2.3 School physical resources and smooth transition

The third objective was to determine the influence of school physical resources on smooth transition from lower grade to middle grade in public primary schools in Sotik Sub-County. The findings showed that school do not have adequate classroom for all pupils in different grades; school playing field is not enough for pupils to share and acquire skills required for transition; school field enables pupils acquire co-curricular activities required before transiting to the next grade; pupils from different grades requires enough space to demonstrate their skills which schools do not have; physical resources of school is not adequate for all pupils in different grades.

The findings established that absence of teaching and learning resources on CBC information hinders effective teaching of CBC in public primary schools leading to poor acquisition of relevant skills by learners which in turns affects transition of learners from one grade to another. The unavailability of teaching and learning resources according the responses from the interview schedule as well as the findings on checklist for availability of CBC teaching and learning, is the major setback in the teaching of CBC in primary schools which interns affects learner's acquisition of relevant skills required and in turn affect their transfer.

The respondents mentioned the unavailability of appropriate teaching and learning materials which could otherwise help teachers to adequately prepare for the lessons in the teaching and learning of CBC. From the study it can be noted that better facilities in a school lead to a better performance in examination hence high transition of learners from one level to the other as postulated by Kathuri, (2014). Schools physical facilities such as classroom, toilets, dormitories, libraries, dining hall and other teaching aids like, overhead projectors, have a direct bearing on transition of students.

The resources should be planned for properly and utilized in an effective manner to bring about efficient provision of quality and relevant education but poor learning environment in schools restricted curriculum leading to poor transition of pupils (Wamahiu and Karagu, (2012). Court and Ghai (2010) also found out that the distribution of resources and equipment is a major factor which accounts for scholastic difference among schools. Gakuru, (2012) noted that lack of adequate resources affects the effectiveness of teaching since, resources availability is sort to boost the acquisition of skills in subjects and that resources make the entire learning process complete, functional and adaptable.

5.3 Conclusions

The study makes the following conclusions;

5.3.1 Teaching and learning resources on smooth transition

The study concludes that teaching and learning resources creativity in development of lesson aid facilitates transition of pupils, sound chats enables acquisition of skills required to transits, maps and charts aid enables pupils to acquire skills required for them to transits, models and creative visual materials are key resources required for acquisition of skills required for one to transit to the next grade and that picture aids enables pupils acquired skills required before they transit to the next grade.

The study concludes that teaching and learning resources influence smooth transition hence emphasis should be put so that teachers become creative so as to transfer the same knowledge to the learners.

The unavailability of teaching and learning resources is a major setback in the teaching of CBC in primary schools which in turn affects learner's acquisition of relevant skills required of them to transit from one grade to another.

5.3.2 Teacher Competency on smooth transition

The study concludes that primary schools in Sotik Sub county are not sufficiently staffed with teachers as per the CBC curriculum; BOM does not employ trained and qualified graduate teachers to help mitigate the problem of teacher inadequacy; teacher-pupil ratio in public primary school is not sufficient; There are no regular teacher transfers into school by the TSC and when a teacher transfers out of a school, the school does not get immediate replacement. The study concluded that lack of training for teachers affects teacher's basic preparedness to teaching CBC in primary schools and that teachers as implementers of CBC in their schools, their role in shaping the learners' acquisition of required skills is paramount hence their competency influences smooth transition from one grade to another.

5.3.3 School physical resources on smooth transition

The study concludes that schools do not have adequate classrooms for all pupils in different grades; school playing field is not enough for pupils to share and acquire skills required for transition; school field enables pupils acquire co-curricular activities required before transitioning to the next grade; pupils from different grades require enough space to demonstrate their skills which schools do not have; physical resources of school are not adequate for all pupils in different grades.

The absence of school physical resources hinders effective teaching of CBC in public primary schools leading to poor acquisition of relevant skills by learners which in turns affects their transition from one grade to another.

5.4 Recommendations

The study makes the following recommendation;

Based on the findings on teaching and learning resources on smooth transition, the study recommends that the government should endeavor facilitate public primary schools with adequate teaching and learning resources. Teachers should be creative in using the available resources to impart relevant skills to CBC learners.

Concerning teacher competency on pupils transition, the study recommends that TSC should recruit and post qualified teachers who can enable learners acquired relevant CBC skills. In post teachers should be encouraged to further their studies so that they remain relevant in the implementation of CBC.

In relation to school physical resources on pupils transition, the study recommends that pubic primary school should have adequate physical resources by improvising the available resource so as to adequately cater for the needs of CBC learners

5.5 Suggestions for Further Study

The study looked at school based factors on the transition of learners from one grade to the other, further study can be done on the effect of home based factor on the transition of learners. Further study can also be done by including other study variable not studied.

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APPENDICES

Appendix I: Introductory Letter

RE: INTRODUCTORY LETTER

I am a Post Graduate student from University of Kabianga School of Education Arts and Social Sciences. As part of the requirements of this course, I am carrying out a research study entitled **‘Assessment of School Based Factors influencing Pupils’ Transition from Lower Grade to Middle Grade in Public Primary in Sotik Sub-County, Kenya’**.

The information given is purely for academic purpose and will remain completely confidential. Your co-operation will be highly appreciated by ticking and filling accurately and appropriately as possible the questionnaire.

Thank You

Chepngeno Marcella Kilel

ECD/PGC/004/14

Appendix II: Questionnaire for Teachers

Section A: Background Information

I am a masters student undertaking a study on **Assessment of School Based Factors influencing Pupils' Transition from Lower Grade to Middle Grade in Public Primary in Sotik Sub-County, Kenya**. Kindly complete this questionnaire as honestly and precisely as possible. Tick where appropriate. Do not write your name.

1. Indicate your gender

Female [] male []

2. How old are you?

3. Indicate your highest academic qualification

KCSE []

Certificate []

Diploma []

Degree []

4 What was your pupil's average performance in the grades indicated below?

Grade	Exceed Expectations (80%-100%	Meet Expectation (65% - 79%)	Approaching Expectation (50% - 64%)	Below Expectation (0% - 49%)
1				
2				
3				
4				

SECTION B: Teaching and Learning Resources

The table below shows the teaching and learning resources affecting smooth transition. Please indicate the extent to which you agree with the following statements on teaching and learning resources in your school by ticking [✓] against the choices provided. (Key SA – Strongly Agree, A – Agree, UD – Undecided, D – Disagree, SD – Strongly Disagree)

Teaching and learning resources	SA	A	UD	D	SD
Teachers creative lesson aid facilitates transition of pupils					
Sound chats enables acquisition of relevant skills required for one to transits					
Maps and charts aid enables pupils acquire skills required for them to transits					
Models and creative visual materials are key resources required for acquisition of skills required for one to transit to the next grade					
Picture aids enables pupils acquired skills required before they transit to the next grade					

To what extent does Teaching and Learning resources influence pupils' transition from lower grade to middle grade?

To a very great extent [] To a great extent []

To a moderate extent [] To a little extent []

To no extent at all []

In your opinion, how do these teaching and learning resources affect pupils transition from lower grade to middle grade?

.....

.....

SECTION C: Teacher Competency

The table below shows the effects of competency of teachers on smooth transition from lower grade to middle grade, tick according to your level of agreement.

Please indicate by using Likert scales where; SA - Strongly Agree, A - Agree, UD - Un-Decided, D - Disagree and SD - Strongly Disagree.

Questions	SA	A	UD	D	SD
Our school is sufficiently staffed with teachers as per the Curriculum based establishment of the school					
The BOM employs trained and qualified graduate teachers to help mitigate the problem of teacher inadequacy					
The teacher-pupil ratio in our school is sufficient					
There are regular teacher transfers in our school by the TSC					
When teachers transfer from out of our school we do not get immediate replacement					

To what extent does teacher competency influence pupils' transition from lower grade to middle grade?

To a very great extent [] To a great extent []

To a moderate extent [] To a little extent []

To no extent []

In your opinion, how does teacher competency influence pupils' transition from lower grade to middle grade?

.....

SECTION D: School Physical Resources

School physical resources affect pupils' Performance and this affects transition from lower grade to middle grade. Please tick according to your level of agreement. Please indicate by using Likert scales where; SA - Strongly Agree, A - Agree, UD - Un-Decided, D - Disagree and SD - Strongly Disagree.

Questions	SA	A	UD	D	SD
Our school have adequate classroom for all pupils in different grades					
Our school playing field is key resource in pupils acquisition skills required for transition					
Our school field enables pupils acquire co-curricular activities required before transiting to the next Grade					
Pupils from different grades requires enough space to demonstrate their skills which our school have					
The physical resources of our school is adequate for all our pupils in different grades.					

Comment on school physical resources and pupils transition from lower grade to middle grade?

.....

.....

Thank you for your cooperation.

Appendix III: Interview Schedule for the Head Teachers

Thank you for taking your time to respond to this structured interview schedule.

Complete this questionnaire as honestly and precisely as possible.

SECTION A: Background Information

1. What is your gender?

Male [] female []

2. Tick your age bracket

21 -30 years [] 31-40years [] 41 -50 [] Over 50 []

3. What can you say about smooth transition from lower grade to middle grade in terms of performance and level of preparedness?

SECTION B: School Physical resources on transition of pupils

4. How adequate are school physical resources in your school for use by pupils in all grades?

5. Comment on the availability of school physical resources in relation to transition of pupils from lower grade to middle grade?

SECTION B: Teaching and Learning resources on transition of pupils

6. Are all the teaching/ learning resources adequate in your school for use by pupils in all grades?

7. What can you say about the teaching/learning resources used in your school in terms of usefulness in transition f pupils from lower grade to middle grade?

SECTION C: Teachers Competency

8. How many CBC trained teachers are there in your school?

9. Rate preparedness of CBC teachers to teaching pupils transiting from lower grade?

10. Comment briefly concerning the CBC teachers' adequacy?

11. What can you comment concerning your CBC Teachers on transition of pupils from lower grade to middle grade?

Thanks in advance

Appendix IV: Observation Schedule for Grade 5 Pupils by the Researcher

Pupils will be observed in class as well as during demonstration of guided activities

Key:

EE Exceed Expectations

AE Approaching Expectation

ME Meet Expectation

BE Below Expectation

Performance Area	EE	AE	ME	BE
Able to express himself effectively using any of the national languages as well as indigenous language				
Able to respond to information from oral text				
Recognize sound, words and phrases correctly				
Explain how to solve problems in life				
Play a game outside that makes their heart race up				
Demonstrate how to perform some tasks done at home				

Appendix V: Board of Graduate Studies Approval Letter



UNIVERSITY OF KABIANGA

ISO 9001:2015 CERTIFIED

OFFICE OF THE DIRECTOR, BOARD OF GRADUATE STUDIES

REF: ECD/PGC/004/14

DATE: 15TH JULY, 2022

Marcella Chepngeno Kilel,
CIEM Department,
University of Kabianga,
P.O Box 2030- 20200,
KERICHO.

Dear Ms. Kilel,

RE: CLEARANCE TO COMMENCE FIELD WORK

I am glad to inform you that the Board of Graduate Studies during its meeting on 30th March, 2022 approved your research proposal entitled "**School Based Factors Influencing Transition of Pupils from Lower Grades to Upper Grades in Public Primary Schools in Solik Sub- County, Kenya.**"

I am also acknowledging receipt of your corrected proposal via email and hard copy. You are now free to commence your field work on condition that you obtain a research permit from NACOSTI.

Please note that, you are expected to publish at least one (1) paper in a peer reviewed journal before final examination (oral defense) of your Masters thesis.

Thank you.

Yours Sincerely,

Prof. J. K. Kibett
DIRECTOR, BOARD OF GRADUATE STUDIES.

- cc 1. Dean, SEASS
2. HOD, CIEM
3. Supervisors

Appendix VI: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 212297	Date of Issue: 06/September/2022
RESEARCH LICENSE	
	
This is to Certify that Ms. Marcella Kilel Chepengeno of University of Kabianga, has been licensed to conduct research in Kericho on the topic: SCHOOL BASED FACTORS INFLUENCING TRANSITION OF PUPILS FROM LOWER GRADES TO UPPER GRADES IN PUBLIC PRIMARY SCHOOLS IN SOTIK SUB- COUNTY, KENYA for the period ending : 06/September/2023.	
License No: NACOSTI/P/22/20161	
212297 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	

Appendix VII: Research Publication