



The Influence of Secondary School Learning Resources Preparedness on the Optimal Primary School Pupils' Transition in Nandi North Sub County, Kenya

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Abstract: The government's 100% transition program is putting pressure on the current learning resources in secondary schools. The goal of this paper was to determine the impact of learning resource preparedness on secondary school preparedness for optimal primary school pupil progression in Nandi North Sub County. The study used descriptive survey study design, targeting 36 secondary schools with 36 principals, 252 heads of department 6 curriculum support officers, Sub County Director of Education, TSC Sub County Director. Secondary schools were clustered into 6 zones and simple random sampling used to select 12 principals and 153 heads of department. Purposive sampling was used to sample the Sub County Director of Education and the TSC Sub County Director. Questionnaires and interviews were used to collect data. Quantitative data was analyzed using frequencies, percentages and Pearson Correlation Analysis while qualitative data were thematically analysed. The analysed data was presented using tables and charts. The study revealed that there was a significant correlation between learning resources and optimal transition of pupils to secondary schools ($r = .294$; $p = .000$). The study concluded that learning resources influenced transition of pupils to secondary schools. It was recommended that there is need for the government and other education stakeholders to provide adequate teaching and learning resources so as to enhance optimal transition of pupils. The study findings are expected to provide policy makers with insights on critical factors that they may consider when formulating policies meant to increase transition between primary and secondary schools in the country.

Keywords: Influence, Learning Resources, Preparedness Optimal Transition

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1. Introduction

Secondary school preparedness for optimal transition of pupils takes many forms. These include learning resources, physical resource and human resources preparedness. Availability of instructional materials

including audio-visual aids are all examples of learning resources readiness. Resources that support the student in the acquisition of concepts or ideas offered to them in a learning setting or circumstance are referred to as instructional resources (Kapinga, 2017). Availability of

teachers' offices, instructional rooms, support amenities, research laboratories and play fields are all examples of resources which enhance readiness in government sponsored schools (Hughes & Cao, 2018). Physical facilities must be organized such that they are evenly dispersed, accessible, safe and allow for interaction, as well as being correctly developed. All of these school amenities must be well-maintained and managed (Ibrahim *et al.*, 2016). Because of the increased secondary school enrolment, the accessibility to extra high school slots in Kenya may make high school education more accessible. In Kenya, the availability of slots in secondary schools governs the transition from elementary schools to secondary schools (Oyier, Odundo, Ngaruiya, & Mwangi, 2017).

The percentage of learners who progress from one level of education to the next is referred to as the education transition rate. It is computed as the percentage of the upcoming year divided by the number of seniors in the previous year (Kiongo & Thinguri, 2015). According to Mwikya, Cheloti, and Muwa (2019), enrollment in secondary school measures the transition from primary to secondary school. There is a direct relationship between family income and secondary school enrollment rates. This highlights the issue of social inequality, as no matter how bright a child is in primary school, they cannot be certain of progress to secondary school in the absence of a bursary or well-wishers chipping in if the worried child's parents are unable to contribute (Ayeni & Akinfolarin, 2014).

According to UNESCO (2016), global education transition rates from elementary to secondary school, eighty-five percent (85 percent) of learners who complete the last grade in primary school are able to attend secondary school. West and Central Africa had the lowest rates of educational transition (fifty two percent) According to statistics, transition rates are highest in industrialized countries (98%) and Eastern Europe (96%) (UNESCO, 2016). In under four decades, the Republic of Korea, which was one of the world's poorest countries in the 1950s, managed to accomplish nearly 100 percent transition in secondary education. This rapid expansion was attributable to a realistic policy framework that prioritized various levels of education throughout time (World Bank, 2015).

Brazil has the highest secondary gross enrolment ratios in Latin America, at nearly 100 percent, compared to Guatemala, where just 51 percent of children enroll beyond basic school. Only a few Sub-Saharan African nations, including Botswana, Cape Verde, Mauritius, and South Africa, have attained rates of secondary education access as high as 80% for junior secondary. Countries such as Burundi, Burkina Faso, and Rwanda have not even reached 20%. Secondary education is important because it provides learners with the technical, academic, and life

skills they need to contribute to their countries' economic prosperity. However, transition to secondary education remains low throughout the developing world, with stark regional differences, particularly in Africa (Kirimi & Waiyego, 2018).

Africa faces the difficulty of a poor rate of education transition from primary to secondary school. This can be attributable to a variety of issues, the most significant of which is the school system's over-reliance on donor funding programs. The lack of innovative programs by African governments, as well as the failure to build on sustainable programs in many projects, lead to a situation in which programs crumble due to delays in funding or withdrawal of the same, leaving learners missing out on education programs and, in many cases, failing to progress to the next level (Nyamongo, Sang, Nyaoga, & Matoke, 2014).

Due to the restricted number of schools in Senegal, secondary education enrolls only 25% of learners who complete the basic cycle; hence, approximately half of the learners who graduate primary school do not have the opportunity to enroll in secondary education (World Bank, 2015). Furthermore, secondary schools are dispersed around the country, making secondary education more difficult to attain in some areas. Furthermore, the World Bank (2015) stated that Namibia has primary schools dispersed across rural areas, while secondary schools are concentrated in towns and cities, which impedes the transition of learners from the country's interior. The level of education of the parents may be positively correlated with student ability, resulting in higher educational attainment for the child. Furthermore, educated parents are more likely to provide a more conducive learning environment at home for their children and to facilitate their children's progression to secondary schools (Oyier, *et al.*, 2017).

Kenya's education transition rates from primary to secondary school depict a bleak image. Every year, following the issuance of the Kenya Certificate of Primary Education, disturbing numbers of learners are left behind in terms of passage to the next levels. This is due to a lack of infrastructure capacity as a result of the lower number of secondary schools in compared to primary schools. As a result, many learners miss out on the opportunity to advance to the next level (Mwikya, 2019).

According to GOK (2017), the government's priority is to enhance transition rates from primary to secondary schools. The government recently targeted a transition rate of 100% from elementary to secondary school, however the actual national transition rate in 2018 was as low as 81.3 percent (MOE, 2019). The policy of 100 percent transition is part of a global push to provide all children with access to 12 years of education, and it also demonstrates the government's dedication to the

constitutional imperative of the right to education. However, because the policy was only implemented in 2018, many schools, particularly national, extra-county, and county schools, have not had time to prepare for the rise in enrolment, which affects over one million children (MOE, 2019).

After the introduction of free primary education in 2003, the transition rate increased from around 56% in 2004 to 81.3 percent in 2017. As a result, the push to achieve 100 percent transition implies that the majority of the 250,000 learners who had dropped out of the education system are now back on board. Many schools have converted dining halls into dorms, while others conduct exams on corridors due to overcrowding in classrooms. Unfortunately, in order to accommodate the large number of learners, teachers' workloads have increased and their working hours have been extended. Other schools have purchased tents and are utilizing them as classrooms or libraries to alleviate class congestion. Some national schools, as well as top-performing extra county and county schools around the republic, have been hit the worst (Daily Nation News Paper, 13/1/2019).

Secondary education is critical to a country's development by providing training as a prerequisite for economic growth and social development. Transitioning from one level of education to another has been influenced by a number of factors, including academic performance at the end of each grade, parental education level, secondary school tuition fees when joining form one, and the availability of openings in the following level. Sub-Saharan Africa's secondary school enrollments remained the lowest in the world (Mwikya, *et al.*, 2019).

In 2019, nearly one million standard eight leavers began Form One, putting the government closer to its objective of achieving 100 percent progression from primary to secondary education. Nonetheless, rather than praising the achievement, most public school principals are whining about the policy (Mwikya, *et al.*, 2019). According to a national assessment of how schools are dealing with the surge of learners, many are experiencing overcrowding in dormitories, classrooms, laboratories, libraries, and dining halls (Katiwa, 2016). It is this therefore against this background that the current study sought determine the influence of secondary school learning resources preparedness on the optimal primary school pupils' transition in Nandi North Sub County, Kenya.

2. Literature Review

Globally, the rates of progression from elementary schools to high schools show that about 85% of pupils who get to the last grade in elementary schools are most likely to attend secondary schooling (Kumar, Pratap & Aggarwal, 2021). West and Central Africa are the two regions

considered to have 52% rates of transition thus are considered to have the lowest transition rates in Africa. According to statistics, the largest transition rates are found in industrialized countries (98%) and Eastern Europe (96%) (UNESCO, 2016). In under four decades, the Republic of Korea, which was one of the world's poorest countries in the 1950s, was able to achieve a nearly 100 percent transition in secondary education. A realistic policy framework emphasizing multiple levels of education throughout time was credited with its quick expansion (World Bank, 2015).

Most industrialized nations around the world, including Europe, Asia, and the United States, have continued to invest extensively on education because it is a prerequisite for progress. According to a paper by Likoko, Mutsotso, and Nasongo (2013), the United Nations Educational, Scientific, and Cultural Organization (UNESCO) claims that extended obligatory schooling promotes access to and participation in secondary education. It also says that the transition rate from elementary to secondary school is greater than 90% in all affluent countries throughout the world, with the exception of South and West Asian countries such as Bangladesh, India, and Pakistan, which have Net Enrolment Ratios (NER) ranging from 20% to 24%. (ADEA, 2014).

After successfully implementing Free Primary Education (FPE), the Kenya government became committed to increasing transition rates between primary and secondary school to 70% by 2015 (Republic of Kenya, 2016). The Government policy of extending basic education from 8 to 12 years, as defined in Session Paper No. 1 of 2005, resulted in the establishment of Subsidized Secondary Education (SSE), also known as free day secondary school education. It was intended to lower parent expenses and allow the majority of primary school learners to progression to high schools (Katiwa, 2016). Each secondary school student was given ksh.10,265; this sum has now been increased to ksh.12,870. Secondary school enrollment was predicted to increase fourfold as a result of FPE and Subsidized Secondary Education (Murunga, 2016).

Secondary education is critical in assuring a country's progress through training, which is necessary for economic and social development. Learners' academic achievement at the conclusion of each grade, parental education level, tuition costs levied by secondary schools when entering form one and the accessibility of vacancies in the following level have all influenced the progression from one level of schooling to another. Sub-Saharan Africa's secondary school enrolment remained the lowest in the world (Mwikya, *et al.*, 2019).

According to Ministry of Education (2019), the transition from elementary to secondary schools has increased from roughly 56 percent in 2004 with the introduction of free

primary education in 2003, to 81.3 percent in 2017 and 98.8 percent in 2018. This transition has led to congestion in schools which is attributable to lack of expansion programmes implementation to ensure that all pupils are transitioned to secondary schools. Apprehension is now prevalent that inadequate facilities in the schools could impact negatively to their performance with the government and education stakeholders being urged to explore ways of enabling the institutions cope with the increased student population (Onduso, 2017).

According to Nyamongo et al., cited in Mueni and Githinji, (2019) the utilization of learning resources is vital because it motivates teachers by providing stimulus diversity and aiding in the maintenance of learners' attention throughout the class. Learning resources help to clarify knowledge; sometimes a subject is complex, and words alone cannot provide a complete explanation. After watching a video or listening to the radio in class, instructional materials inspire vibrant class conversation. They also put autonomous thinking to the test, especially whether utilized individually in an assignment or as a class activity. Learning resources can also help you learn more. Learning resources pique the learner's interest and create a scenario in which the learner is completely engaged in both classroom and outdoor activities.

Adequate use of learning resources also provides the student with practical experience, which can aid in the selection of learning concepts. According to Oguntuase and Ajayi as cited in Yeboah, Abonyi and Luguterah, (2019), instructional materials are key components of learning and cannot be easily applied without them. Instructional resources provide knowledge and opportunity for learners to apply what they have learned; without resource materials and facilities, the instructor may be unable to define the goals he wants his learners to achieve. It would imply that learners could not be taught using the most appropriate ways. When resources and facilities are limited, the teacher should be creative enough to improvise and create alternatives using local materials.

Ong'amo, Ondigi and Omariba, (2017) discovered that a lack of relevant teaching materials resulted in poor student performance in the Kenya Certificate of Secondary Education in their study on effective teaching and learning resources. By connecting the classroom with the natural and social world, teaching and learning activities may be accomplished by growing learners' creativity and motivation. The researchers discovered that a lack of relevant textbooks that are tailored to the curriculum needs, as well as a lack of additional publications and handbooks, is the primary cause of learners' achievement. The terms instructional materials, teaching tools, and audio-visual aids all have the same meaning in this study.

Oyier, *et al.*, (2019) investigated the impact of teaching and learning materials on learners' performance in the

Kenya certificate of secondary education and discovered that teaching and learning materials, particularly those used in classroom instruction, such as chalks, dusters, and charts, are available and employed in schools, except that physical facilities are deficient and human resources are severely underutilized. Munguti (2016) evaluated the association between learning resources and learners' academic achievement in geography in the KCSE in Makueni County public secondary schools. The study discovered that, while access to a variety of learning resources, availability of learning resources, and use of resources in the teaching and learning process improved academic performance in geography in the KCSE in public secondary schools in Makueni County, pre-service teacher training on learning resources did not.

Otieno and Yara cited in Edokpolor and Dumbiri, (2019) discovered a positive connection between the eight independent variables and the dependent measure in their investigations on the effect of teaching/learning materials on academic achievement in secondary school mathematics in Kenya's Bondo area. The study recommends that the government and all stakeholders pay more attention to curriculum review, in-service training of trained teachers, recruiting more competent teachers, learner motivation, improved government support for education, good teaching methods, improved student-book ratio, and better remuneration of teachers in order to improve mathematics performance.

3. Methodology

The study used a descriptive research survey design with a mixed techniques approach. According to Masood, Kothari and Regan (2020), a descriptive research survey design is a suitable method of evaluating educational programs because educational activities take place in a social environment. According to Orodho, in Adeniran, (2020), this design is a fact-finding study that entails gathering data directly from a population at a specific period. This design is excellent for this study because it was carried out in a situation that necessitated direct replies from study participants while exploring existing phenomena without changing the variables. The study employed a mixed methods approach. The blending of two or more methodologies in a research study yields both quantitative and qualitative data (Harrison, Reilly & Creswell, 2020). In this study, the combination of quantitative and qualitative methodologies neutralizes bias, seeks convergence of results, and provides final products that emphasize the major contribution of both approaches.

This study's target group included all principals and heads of departments from public boarding secondary schools, the sub county TSC director, and the Nandi North Sub County Director of Education. According to Sub County

Education Office (S.E.O.) records (2018), the sub-county has 56 secondary schools, 36 of which are public boarding institutions. There are nine girls' schools, five boys' schools, and twenty-two mixed schools among the 36. As a result, the target demographics included 36 principals, 252 department heads, and 6 curriculum support officers.

The Krejcie and Morgan (1970) formula, as cited by Kasomo (2001), was used to calculate sample size for this investigation. The formula is given as:

$$n = \frac{X^2 * N * P(1 - P)}{(ME^2 * (N - 1)) + (X^2 * P * (1 - P))}$$

Where

- n=Sample size
- X²=Chi Square for the specified confidence level at 1 degree of freedom= (3.841) from tables
- N=Population size
- P=Population proportion (.50 in the table)
- ME=Desired margin of error (expressed as a proportion=0.05)

For HODs the sample size was;

$$n = \frac{3.841 * 252 * .5(1 - .5)}{(.0025 * (252 - 1)) + (3.841 * .5 * (1 - .5))}$$

= 153 HoDs

However, only 30% of the principals were chosen to participate in the survey. Mugenda and Mugenda's recommendations influenced the 30% decision (2013).

To choose the schools and heads of departments at the designated schools, the study used simple random sampling. To eliminate bias, Levitt *et al.*, (2018) state that simple random sampling assures that each participant has the same chance of being chosen at any given point of the sample process. The principals of each of the selected schools, the Curriculum Support Staff, the Sub County Director of Education, and the TSC Sub County Director were chosen on purpose since they held the necessary information on secondary schools' readiness for the optimal transition of learners. According to Saunders and Bezzina (2015), the purposive sampling technique allows the researcher to use examples that have the necessary information in relation to the study's aims.

This research study collected data using both qualitative and quantitative methods. We used questionnaires and interview schedules. Before the main investigation, a pilot study was done in the nearby Nandi Central Sub-County,

which has similar characteristics to the study area. The pilot research results were examined with stud participants and supervisors in order to make the necessary changes to the instrument. The primary goal of the piloting was to assess the instruments' dependability and validity. To ensure validity, expert judgment was solicited, and the researcher made the instruments available to experts for analysis. The suggestions made were used to improve the instruments. The test-retest technique was employed in this study to assess the study's dependability. To determine dependability, a correlation coefficient between the first and second outcomes was estimated using the Pearson Product Moment Correlation Coefficient, which was generated using the statistical package for social scientists (SPSS) software. In this study, the research questionnaire had a reliability coefficient of 0.78, indicating that the instruments were reliable and could thus be used for data collection.

Following data collection, the instruments were reviewed for completeness and mistakes, and the questionnaires were sorted, coded, and input into a computer using the Statistical Package for Social Science (SPSS) Version 21 for analysis. Descriptive statistics were employed to examine quantitative data, which was then displayed as frequencies and percentages. Pearson Correlation Analysis was used to assess the relationships between the independent and dependent variables. According to the research objectives, qualitative material from the interview schedule was thematically analyzed in narrative form. Tables and charts were used to present the data.

Before beginning the investigation, the researcher obtained a research authorization from the appropriate authorities. Furthermore, study participants' involvement in the survey was voluntary and uncompensated, with no promises of rewards in exchange for their time. Participants were also assured of the confidentiality and privacy of the information they submitted.

4. Results and Discussion

The purpose of this study was to determine the impact of secondary school learning resource readiness on optimal primary school pupil transition in Nandi North Sub County. To accomplish this goal, department heads from various secondary schools in the sub-county were asked to rate items on a five-point Likert scale as (SA-Strongly agree (5), A-Agree (4), U-Undecided (3), D-Disagree (2), SD-Strongly Disagree (1). Their responses were tabulated and the results are presented in Table 1.

Table 1: Responses on Influence of Secondary School Learning Resources Preparedness on Optimal Primary School Pupils' Transition

Assertion	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Adequacy of Instructional materials in secondary schools enhances pupils' transition to secondary schools	10	7.1	19	13.5	5	3.5	44	31.2	63	44.7
Availability of adequate teachers in secondary schools enhances learners' transition to secondary schools	2	1.4	13	9.2	9	6.4	57	40.4	60	42.6
Availability of audio-visual aids in secondary schools influences positively the transition of pupils from primary to secondary schools	21	14.9	7	5.0	10	7.1	33	23.4	70	49.6

Table 1 shows that 63(44.7%) heads of department strongly concurred with the assertion that the adequacy of Instructional materials in secondary schools enhances pupils' transition from primary schools, 44(31.2%) heads of departments concurred with the assertion, 19(13.5%) dissented with the assertion and 10(7.1%) strongly dissented with the assertion while 5(3.5%) were undecided. From the rejoinders, it emerged that about 75.9% of the heads of departments in secondary schools in Nandi North sub-county believed that adequacy of instructional materials enhanced primary school pupils' transition to secondary schools. This suggests that when secondary schools have adequate teaching and learning resources, learners from elementary schools are drawn to them, enhancing transition rates from primary to secondary schools. This is reinforced by the findings of Dahan and Faize in Bukoye (2019) who found that instructional materials, including both print and non-print things, had an impact on learners' transitions through the educational process. This demonstrates that providing adequate instructional resources to secondary schools allows the government to meet its goal of achieving a 100% transition rate from elementary to secondary education.

In addition, 60(42.6%) study participants strongly concurred with the assertion that availability of adequate teachers in secondary schools enhances learners' transition to secondary schools, 57(40.4%) study

participants concurred with the assertion, 13(9.2%) study participants dissented with the assertion and 9(6.4%) study participants were undecided on the assertion while 2(1.4%) study participants strongly dissented with the assertion. From the responses, it can be shown that about 83% of the heads of departments reported that availability and adequacy of teachers in secondary schools improves primary school pupils' transition to secondary schools. As a result, the adequacy of secondary school teachers is an essential determinant of learners' progression to secondary school. It has been argued that the availability of adequate teachers in secondary schools improves learners' transition to secondary schools, and as Oyier *et al.*, (2017) points out, human resources invested in schools influence not only education provided to learners but also motivate learners and parents, retaining and improving learners' progression.

Further, 70(49.6%) heads of departments strongly concurred with the assertion that availability of audio-visual aids in secondary schools influences positively the transition of pupils from primary to secondary schools, 33(23.4%) concurred with the assertion, 21(14.9%) strongly dissented with the assertion and 10(7.1%) were undecided on the assertion while 7(5.0%) dissented with the assertion. The study findings showed that a about 83.0% of the heads of departments in secondary schools in Nandi North Sub-County were of the view that availability of audio-visual aids in secondary schools

influences positively the transition of pupils from primary to secondary schools. This is due to the fact that instructional materials improve instructor efficacy during the teaching process. This supports the findings of Onduso (2017), who found that a lack of teaching and learning resources has a negative impact on teachers' effectiveness in curriculum implementation, interfering with school

programs and negatively impacting pupils' transition to secondary education.

Furthermore, study participants were asked to evaluate in the questionnaire the sufficiency of instructional resources in their schools. Their answers were tallied, and the results are shown in Table 2.

Table 2: Adequacy of Resources in Secondary schools in Nandi North Sub-County

Materials	Not Available		Not Adequate		Adequate		More than adequate	
	F	%	F	%	F	%	F	%
Instructional materials	43	30.5	50	35.5	33	23.4	15	10.6
Learning resources	54	38.3	40	28.4	29	20.6	18	12.8
Audio visuals aids	78	55.3	43	30.5	20	14.2	0	0.0

Table 2 shows that 50(35.5%) heads of departments reported that instructional materials were not adequate in their schools, 43(30.5%) study participants noted that instructional materials were not available in their schools and 33(23.4%) study participants pointed out that instructional materials were adequate in their schools while 15(10.6%) study participants reported that instructional materials were more than adequate in their schools. According to the study findings, most schools' teaching resources were insufficient for use, rendering the curriculum implementation process unproductive and resulting in low transition. This is consistent with the findings of Bukoye (2019), who found that instructional materials were among the most important determinants of learners' transition from one level of school to another. This demonstrates that instructional materials in Nandi North sub-county impede the complete implementation of the 100 percent transition policy.

43(30.5%) study participants reported that audio visual materials were inadequate in their schools while 20(14.2%) study participants reported that audio visual materials were adequate in their schools. According to the findings, most secondary schools in the sub-county lacked audiovisual materials, which hampered the teaching and learning process. As a result, the transition from primary to secondary school is hampered. According to Ngozi, Samuel, and Ameh as cited in Mwikya (2019) audio-visual materials are very significant and effective in education since the normal learner obtains comprehension in terms of various impressions collected by the eye, ear, touch, and other series. Furthermore, Eze as cited in Behtash, Saed and Dehghan, (2018) claims that audio-visual procedures help people learn more readily and quickly than verbal explanations alone. As a result, secondary schools must buy and deploy audio-visual assets to improve curriculum delivery and, as a result, the transition rate.

Further, 54(38.3%) heads of departments reported that students' learning resources were not available in their schools, 40(28.4%) study participants indicated that learning resources were not adequate in their schools and 29(20.6%) study participants noted that learning resources were adequate in their schools while 18(12.8%) study participants cited that learning resources were more than adequate in their schools. According to the survey findings, most schools in the sub-county lacked or had insufficient learning resources, impeding the process of transitioning all learners from primary to secondary school. This is consistent with the findings of Katiwa (2016), who discovered that inadequate or absence of learning resources, including text books in secondary schools, were among the factors that negatively affected the progression rate of learners from primary to secondary schools in Kisii county.

Interviews conducted with the principals pointed out that learning resources were key in enhancing the teaching process. However, most secondary schools in the region were lacking adequate teaching and learning resources. One of the principals pointed out that;

We currently have inadequate textbooks and other teaching and learning materials. In most cases, about 6-8 learners share one textbook thus a disadvantage to us. This challenge is because of the current 100% transition policy that has been put in place by the government.

Additionally, 78(55.3%) study participants cited that audio-visual aids were unavailable in their schools,

The correlation coefficient between learning resources and optimal transition of pupils from primary to secondary schools was conducted. The results are presented in Table 3.

Table 3: The Correlation Coefficient between Learning Resources and Optimal Transition of Pupils

		Optimal transition
Learning resources	Pearson Correlation	.294**
	Sig. (2-tailed)	.000
	N	141

** . Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows that there was a significant positive correlation between learning resources and optimal transition of pupils to secondary schools ($r = .294$; $p = .000$). At 95% confidence level the r value for learning resources was .294 showing a weak correlation with optimal transition of pupils from primary to secondary schools. However, there r value was positive implying a positive correlation. This means that greater learning resource supply leads to improved appropriate transition of learners to secondary schools. This finding is consistent with the findings of Mwangi and Wanyama in Chepkonga George and Moige, (2020) who discovered in their study that teaching and learning materials facilitate a smooth transition of learners from one stage to another in schools.

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5. Conclusion and Recommendations

Based on the study's objectives, it was determined that there was a strong positive but weak association between learning materials and optimal transition of learners to secondary schools. This demonstrates that learning resources have a positive impact on learners' transition to secondary school. The study suggests that the government and other education stakeholders offer enough teaching and learning resources since these resources favorably influence the progression of learners from primary to secondary school. The ratio of learning resources to learners should be 1:1.

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