

**CHALLENGES FACING THE TRANSITION FROM THE PRIMARY TO JUNIOR  
SECONDARY SCHOOL IN ST JOSEPH KEBURUNGA PRIMARY SCHOOL  
NYAMARAMBE SUB- COUNTY, KISII COUNTY ,KENYA.**

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PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE  
DEGREE OF BACHELOR OF EDUCATION OF GREYSA UNIVERSITY**

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## DECLARATION

### DECLARATION

This project is my original work and has not been presented to any institution for similar purpose.

Signature.....

Date..... 24/10/2025

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This proposal has been submitted with my approval as the supervisor.

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ABBREVIATION AND ACRONYM

JSS - Junior secondary school

CBC-Competency Based Curriculum

### **OPERATIONAL DEFINITION OF TERMS**

Transition-movement, passage, or change from one position, state, stage, subject, concept, etc. to another.

Curriculum-totality of student experiences that happen during the learning process. This includes everything from classroom instruction and activities to projects, discussions, and even social interactions that contribute to learning.

Theory - refers to an idea, hunch, or guess that may or may not be based on evidence.

## **Abstract**

The transition from primary to junior secondary school (JSS) under the Competency-Based Curriculum (CBC) in Kenya has presented several challenges to learners, teachers, and education stakeholders. This study investigated the challenges facing the transition from primary to JSS in St. Joseph Keburunga Primary School, Nyamarambe Sub-County, Kisii County. The specific objectives were to examine the influence of school-level factors, student-level factors, family and community support, and general challenges on the transition process. The study adopted a descriptive research design and targeted 98 respondents, including teachers, learners, and education officers. Data were collected using questionnaires and analyzed descriptively with frequencies, percentages, and mean scores. A response rate of 91.8% was achieved, which was considered adequate for analysis. Findings revealed that while classrooms were fairly adequate (80% agreement), inadequacies were noted in teacher training, staffing, and provision of learning resources. At the student level, learners were academically prepared and motivated, but challenges existed in emotional adjustment and study habits. Family and community support was evident, particularly in parental involvement with homework, yet financial constraints emerged as the most significant barrier (71.1% agreement). General challenges included environmental adaptation, learner anxiety, and the cost of transition. The study concludes that successful transition to JSS is influenced by multiple interrelated factors, with financial constraints and insufficient resources being the most critical. It recommends investment in school infrastructure, continuous teacher training, enhanced guidance and counseling services, greater parental involvement, and financial support mechanisms to ensure smooth transition.

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background of the Study**

The transition from primary to junior secondary school marks a critical milestone in a learner's academic journey. While it provides opportunities for growth and development, it also presents unique challenges for students, teachers, and parents. Learners are expected to adapt from the familiar, teacher-centered environment of primary school to a more complex structure characterized by multiple subjects, specialized teachers, and competency-based learning approaches. This shift requires learners to develop independence, adapt to new routines, and manage increased academic demands (Spernes, 2022).

The introduction of the Competency-Based Curriculum (CBC) in Kenya has further reshaped the educational landscape. CBC emphasizes the application of knowledge and skills, moving away from traditional rote learning. For learners accustomed to memorization-based instruction, the transition to junior secondary can be disorienting as they adjust to performance-based assessments and participatory learning. In addition, the psychological and social aspects of the transition are significant. Learners often face anxiety associated with new environments, making new friends, and navigating larger school settings, which can lead to feelings of isolation (Van Rens, 2018).

Teachers are equally impacted by this transition. Implementing the CBC curriculum requires new pedagogical strategies and professional development. Many teachers report challenges in adapting to competency-based methods, particularly in large classes where individualized attention is limited. Teacher shortages, resource constraints, and insufficient training further complicate this process (Otieno, 2020). Moreover, socio-economic barriers exacerbate these challenges. Despite government interventions such as the 100% transition policy, the cost of uniforms, textbooks, and other materials continues to hinder access, particularly for learners from low-income households (Mwikya, 2019).

Globally, studies show that poorly managed school transitions can negatively affect learners' academic performance, motivation, and mental health, while effective support systems such as orientation programs, peer mentorship, and adequate infrastructure enhance outcomes (Van Rens, 2018). In Kenya, the successful implementation of CBC depends on addressing both institutional and household-level challenges to ensure equity and sustainability in education.

## **1.2 Statement of the Problem**

The transition from primary to junior secondary school under the CBC framework in Kenya presents both opportunities and challenges. Learners face academic, social, and emotional adjustments, while teachers are required to adapt to new teaching methods and curriculum demands. Despite the government's commitment to providing free primary education and enforcing the 100% transition policy, disparities persist in access to resources and preparedness among schools and households.

Teacher training for CBC delivery remains inconsistent, with many teachers lacking adequate skills to implement the curriculum effectively. Schools also grapple with resource shortages, including insufficient classrooms, limited learning materials, and high student–teacher ratios. On the other hand, parents struggle with the financial burden of providing uniforms, books, and other requirements, which may hinder learners' smooth transition.

If these challenges are not adequately addressed, the goals of CBC—to equip learners with relevant competencies and ensure holistic development—may not be achieved. There is, therefore, a need to investigate the challenges experienced at the school, student, and family levels in order practical interventions and policy implementation.

## **1.3 Purpose of the Study**

The purpose of this study was to investigate the challenges facing the transition from primary to junior secondary school in St. Joseph Kiburunga Primary School, Nyamarambe Sub-County, Kisii County, Kenya. The study aimed to generate localized insights into how learners, teachers, and families experienced the transition and identify areas requiring support to ensure a smooth implementation of the CBC framework.

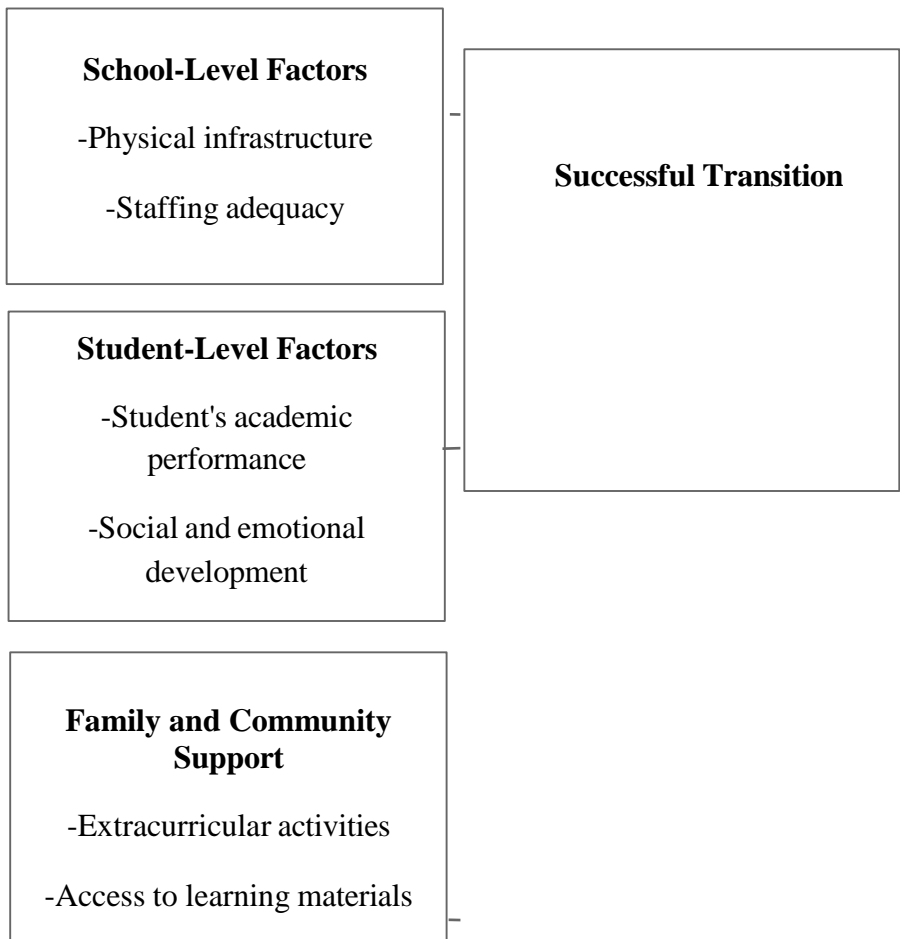
## **1.4 Conceptual framework**

According to Orodho (2004), conceptual framework is a model that represents the researcher's conceptualized relationship between variables in the study and represents the continuing

relationship either in a graphical or diagrammatical way, therefore, my conceptual framework will illustrate the independent and dependent variables of my study.

**Independent variables**

**Dependent variables**



## **1.5 Research Questions**

1. How do school-level factors, such as resource availability, curriculum implementation, and teacher preparedness, influence the successful transition of students from primary to junior secondary school, particularly in the context of a competency-based curriculum?
2. In what ways do individual student characteristics, including academic performance, social-emotional development, and prior learning experiences, shape their ability to successfully transition to junior secondary school?
3. To what extent does the level of family and community support, including parental understanding of the curriculum and open communication with teachers, influence a student's successful transition to junior secondary school?

## **1.6 Research Objectives**

### **1.6.1 General Objective**

The general objective of the study was to determine the challenges facing the transition from primary to junior secondary school in St. Thomas Keburunga Primary School, Nyamarambe SubCounty, Kisii County, Kenya.

### **1.6.2 Specific Objectives**

1. To examine how school-level factors, such as resource availability, curriculum implementation, and teacher preparedness, influence the successful transition of students from primary to junior secondary school, particularly in the context of a competency-based curriculum.
2. To determine the ways in which individual student characteristics, including academic performance, social-emotional development, and prior learning experiences, shape their ability to successfully transition to junior secondary school.
3. To assess the extent to which the level of family and community support, including parental understanding of the curriculum and open communication with teachers, influences a student's successful transition to junior secondary school.

## **1.7 Hypotheses of the Study**

The following null hypotheses guided the study:

1. There was no significant difference in the successful transition of students to junior secondary school based on school-level factors such as resource availability, curriculum implementation, and teacher preparedness, even within the context of a competency-based curriculum.
2. There was no significant relationship between individual student characteristics, including academic performance, social-emotional development, and prior learning experiences, and their ability to successfully transition to junior secondary school.
3. There was no significant association between the level of family and community support, including parental understanding of the curriculum and open communication with teachers, and a student's successful transition to junior secondary school.

### **1.8 Significance of the Study**

The study provided valuable insights specific to St. Thomas Keburunga Primary School and its surrounding community. By directly examining the school environment, student experiences, and family dynamics, the research identified challenges unique to this context. Such findings are essential for developing targeted interventions and support systems that address the specific needs of learners and stakeholders in the school.

At the national level, the study contributes to the broader discourse on transition to junior secondary school in Kenya. By sharing the results with policymakers, curriculum developers, and education stakeholders, the research provides evidence that may inform reforms aimed at strengthening CBC implementation. Furthermore, the findings have the potential to guide the development of more effective policies, resource allocation strategies, and community-based support systems to ensure smooth and equitable transitions across the country.

### **1.9 Delimitations of the Study**

The study was delimited to St. Thomas Keburunga Primary School in Nyamarambe Sub-County, Kisii County. The focus was on learners transitioning to junior secondary school, their teachers, and families. While the study explored school-level, student-level, and family/community factors, it did not cover all possible influences such as regional policy differences or cultural variations across counties. The research also concentrated on the period of transition within the academic year, which limited its scope to a specific timeframe. Despite these delimitations, the study

generated context-specific the school and contribute to ongoing discussions about transition challenges in Kenya.

### **1.10 Limitations of the Study**

Like any research, this study was subject to certain limitations. The single-school focus limited the generalizability of findings to other schools within the county or across Kenya. The research design, which relied heavily on questionnaires, may not have captured the full complexity of learners' and teachers' experiences. Additionally, the study was conducted within a specific academic year, meaning that changes in government policy or school infrastructure over time could affect the relevance of findings. Nonetheless, the study provides a strong foundation for understanding transition challenges in similar contexts.

### **1.11 Assumptions of the Study**

The study was based on several assumptions. First, smooth transition is beneficial to learners, contributing well-being, and long-term educational success. Second, the study assumed that transition challenges can be attributed to identifiable factors, particularly school-level factors such as resource availability and teacher preparedness, student-level characteristics such as academic performance and motivation, and family/community support such as parental involvement and financial resources. Lastly, it was assumed that respondents would provide honest and accurate draw valid conclusions.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter reviewed literature relevant to the study on the challenges facing the transition from primary to junior secondary school. It focused on the concept of successful transition, school-level factors, student-level factors, and family and community support. The chapter also presented the theoretical framework that guided the study and concluded with a summary of the reviewed literature.

### **2.2 The Concept of Successful Transition**

The move from primary to junior secondary school represents a significant milestone in a learner's academic and social journey. For many learners, this transition involves adjusting to a larger, more complex school environment, multiple subject teachers, and more demanding academic expectations. The shift also presents opportunities, including exposure to a broader range of subjects, participation in extracurricular activities, and the development of new social networks. However, for the transition to be considered successful, learners must demonstrate academic continuity, emotional stability, positive social relationships, and sustained motivation (K. Spernes, 2022).

Spernes (2022) emphasized that the transition is not merely about progression but about how learners adapt to change. One key challenge is the shift from integrated teaching in primary school to subject-based instruction in junior secondary school. The increased workload and the complexity of subjects can overwhelm learners if not well managed. Bridge programs, summer workshops, and orientation activities are often recommended to ease this adjustment. Furthermore, school climate plays an important role, with peer relationships, anti-bullying programs, and opportunities for belonging shaping learners' adaptation. Acknowledging these challenges and investing in teacher training, adequate infrastructure, and psychosocial support systems creates a pathway to smoother transitions.

### **2.3 School-Level Factors**

The school environment is a critical determinant of how learners adapt to junior secondary school. The curriculum shift from a holistic approach in primary education to subject-based teaching in JSS requires institutional preparedness. Jindal-Snape (2023) argued that continuity in curriculum design and teaching approaches significantly influences learner adjustment. When gaps exist,

learners may experience stress and declining motivation. Structured collaboration between primary and JSS teachers, along with consistency in assessment approaches, can mitigate these challenges.

The physical environment of schools also matters. Transition often involves moving to larger school settings with more facilities. While this provides opportunities, it can also be intimidating. Schools that provide guided tours, orientation programs, and clear signage help learners settle in more easily. Adequate classrooms, laboratories, and libraries are essential to handle the increased workload and complexity of JSS (Mathia, 2015). Moreover, schools with robust student support systems, including guidance counselors and mentorship programs, are better positioned and social pressures.

Teacher preparedness is another key factor. Uka (2020) highlighted that teacher shortages, high student–teacher ratios, and gaps in CBC training negatively impact learning outcomes. supported are more effective in addressing learner needs and promoting smooth transitions. Additionally, inclusion, belonging, and strong teacher–student relationships has been linked to greater learner confidence and retention.

#### **2.4 Student-Level Factors**

Successful transition also depends on learners’ academic and psychosocial readiness. Strong foundational skills in literacy, numeracy, and problem-solving equip learners to handle the demands of JSS. Mathia (2015) JSS with strong study skills, time management strategies, and self-discipline adapted lacked these attributes.

Social and emotional well-being is equally important. Njeri (2022) self-confidence and positive self-esteem were more resilient in adjusting to new routines and peer groups. Conversely, learners with low confidence were more vulnerable to stress, anxiety, and disengagement. Pitlik (2021) added that social-emotional learning (SEL) skills, such as managing emotions, resolving conflicts, and building relationships, not only improve behavior but also support academic achievement.

also play crucial roles and value education demonstrate greater persistence and success in adapting to JSS. In contrast, lack of interest or apathy towards learning increases the risk of disengagement and poor outcomes. This highlights the need for early interventions in primary school to strengthen learner confidence, study habits, and intrinsic motivation.

## **2.5 Family and Community Support**

Family and community support systems are central to shaping learners' transition experiences. Open communication within families reduces anxiety by allowing children to express concerns and receive reassurance. Parents who are involved in their children's education through monitoring homework, setting study routines, and communicating with teachers create an enabling home environment for transition (Lange, 2024).

Community involvement also matters. Participation in clubs, religious groups, and mentorship programs provides learners with broader support networks that foster belonging and confidence. According to Li (2018), family financial stability strongly affects access to essential learning materials and extracurricular activities. Where families are unable to provide, community initiatives such as textbook drives and scholarship programs help bridge the gap.

In addition to financial support, positive encouragement from family and community builds learner resilience. When learners feel supported by both home and embrace new opportunities, persevere through challenges, and succeed in junior secondary school.

## **2.6 Theoretical Framework**

### **Stage-Environment Fit Theory**

The Stage-Environment Fit Theory, developed by Eccles and Midgley in the late 1980s, builds on the person-environment fit model by focusing on adolescent development within educational environments. The theory argues that learners thrive when there is congruence between their developmental needs and the opportunities offered by their school environment. When schools provide autonomy, social support, and opportunities for mastery, learners demonstrate higher levels of motivation and achievement (Eccles & Midgley, 1989).

The theory is particularly relevant to the transition to junior secondary school, where a mismatch often arises between learners' developmental needs and rigid school structures. For instance, adolescents seek greater autonomy and social connectedness, yet traditional school settings may limit decision-making and offer limited peer support structures. By tailoring the learning

environment to fit the developmental stage of learners through supportive teacher practices, counseling services, and extracurricular activities schools can facilitate smoother transitions.

Despite its value, the theory has limitations. It primarily focuses on early adolescence and across different cultural contexts or individual differences. Additionally, it emphasizes school factors while underplaying community environments. Nonetheless, the theory remains institutional environments influence learner adjustment during transition.

## **2.7 Summary of the Literature**

This chapter reviewed studies on the challenges facing the transition from primary to junior secondary school. It began with the concept of successful transition, which highlighted academic continuity, emotional well-being, and positive social relationships as indicators of success. Schoollevel factors such as infrastructure, curriculum alignment, teacher preparedness, and supportive climates were shown to significantly influence learner adjustment. Student-level factors, including academic preparedness, study habits, motivation, and social-emotional well-being, were also found to be central to successful transition. Family and community support, through financial resources, encouragement, and open communication, further enhanced learner outcomes.

The Stage-Environment Fit Theory was identified as a useful framework for explaining the interaction between learners' developmental needs and school environments. However, gaps remain in the literature, particularly concerning localized experiences in specific contexts such as Nyamarambe Sub-County. Much of the existing research has focused on national-level CBC implementation, leaving limited attention to the perspectives of learners, teachers, and education officers in individual schools. This study sought to address these gaps by investigating transition challenges at St. Joseph Keburunga Primary School.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **1.1 Introduction**

This chapter outlined the methodology that guided the study. It described sampling techniques, and sample size determination. It also explained the data collection methods and instruments, as well as the procedures followed to ensure validity and reliability. Finally, the chapter presented the data analysis methods and addressed the ethical considerations observed during the research.

### **1.2 Research Design**

The study adopted a descriptive research design. This design was appropriate because it allowed the researcher to collect, summarize, and present data on the challenges facing the transition from primary to junior secondary school. The design further enabled the study to capture respondents' opinions, attitudes, and experiences quantitatively through the use of questionnaires.

### **1.3 Study Area**

The research was conducted at St. Joseph Keburunga Primary School, located in Nyamarambe Sub-County, Kisii County, Kenya. The school was selected because it was among the institution

that had recently implemented the transition to junior secondary school under the Competency Based Curriculum. The area provided an ideal context for the study since it reflected both the opportunities and challenges of the new education reforms.

#### **1.4 Target Population**

The target population consisted of 325 individuals, including learners, teachers, and education officers associated with the school. Learners the direct beneficiaries of the transition, while teachers and education officers were included as they provided professional insights into the challenges faced.

#### **1.5 Sample Size and Sampling Techniques**

The study used stratified random sampling to ensure representation of learners, teachers, and education officers. From the total population of 325, a sample size of 98 respondents was selected, representing approximately 30% of the population. The sample comprised 70 learners, 20 teachers, and 8 education officers adequate and manageable for descriptive analysis.

#### **1.6 Data Collection Instruments**

structured questionnaires. The instrument consisted of five sections: demographic information, school-level factors, student-level factors, family and community support, and general challenges. A five-point Likert scale (0 = Strongly Disagree, 1 = Disagree, 2 = Neutral, 3 = Agree, 4 = Strongly Agree) was used to measure respondents' perceptions. The closed-ended format was chosen to simplify data analysis and enhance reliability of responses.

#### **1.7 Validity and Reliability of Instruments**

review by education researchers and supervisors, who evaluated the relevance and clarity of the items. A pilot test was conducted on a small group of respondents from a neighboring school correct ambiguities. Reliability of the instrument was tested using Cronbach's alpha, and a coefficient of 0.78 was obtained, of the items.

### **1.8 Data Collection Procedures**

The researcher sought permission from relevant authorities, including the school administration, before administering the questionnaires. Respondents were assured of confidentiality and anonymity. The questionnaires were distributed and collected physically, and respondents were given sufficient time to complete them. Out of 98 questionnaires administered, 90 were returned fully completed, giving a response rate of 91.8%.

### **1.9 Data Analysis**

Collected data were cleaned, coded, and entered into Microsoft Excel for analysis. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize the data. Results were presented in tables supported by narrative explanations to facilitate interpretation.

### **1.10 Ethical Considerations**

The study adhered to research ethics to ensure credibility and integrity. Respondents consent. Anonymity was maintained by avoiding names in the questionnaires, while confidentiality was assured by using the data strictly for academic purposes. The researcher also ensured that the information provided was handled respectfully and presented accurately.

## **CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

### **4.1 Introduction**

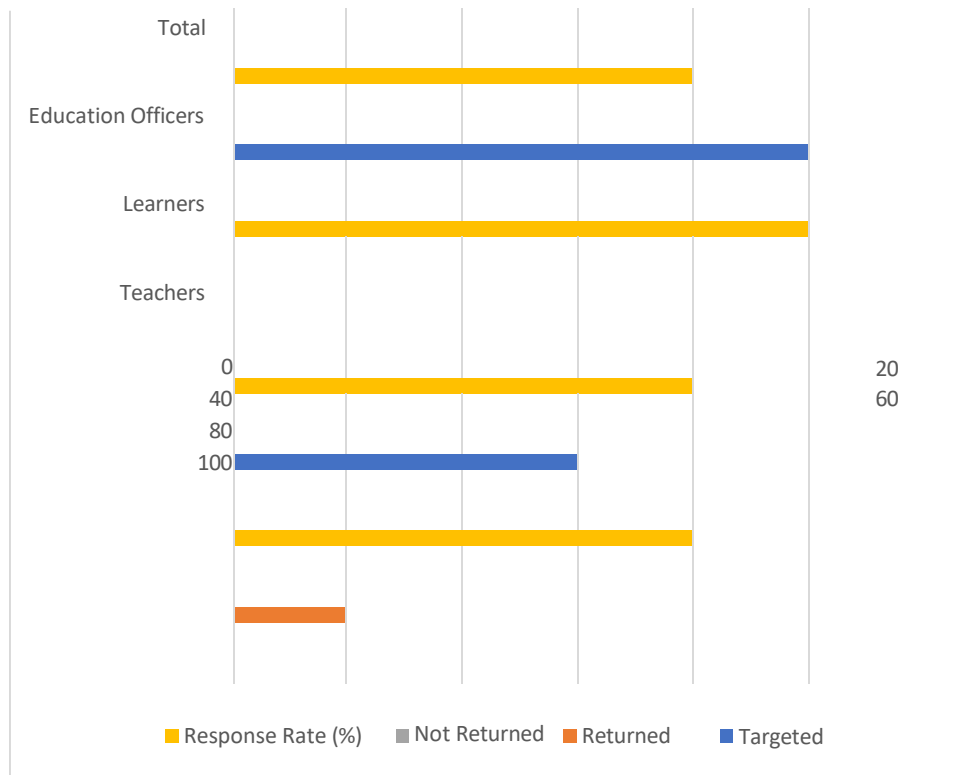
This chapter presents the results of the study on the challenges facing the transition from primary to junior secondary school in St. Joseph Keburunga Primary School, Nyamarambe Sub-County, Kisii County. The data is presented according to the study objectives, beginning with demographic information of respondents, followed by findings on school-level factors, student-level factors, and family and community support. The analysis focuses on the response patterns obtained, with emphasis on the highest response rates, and is frequencies, percentages, and tables.

### **4.2 Response Rate**

The study targeted a sample size of 98 teachers, learners, and education officers. Out of these, 90 respondents successfully filled and returned the questionnaires, while 8 did not. This yielded a response rate of 91.8%.

According to Mugenda and Mugenda (2003), a response rate of 50% is adequate for analysis and reporting, 60% is good, and 70% and above is considered very good. Therefore, the response rate of 91.8% obtained in this study was considered very good, adequate, and reliable for data analysis and interpretation.

## Response Rate



### 4.3 Demographic Information

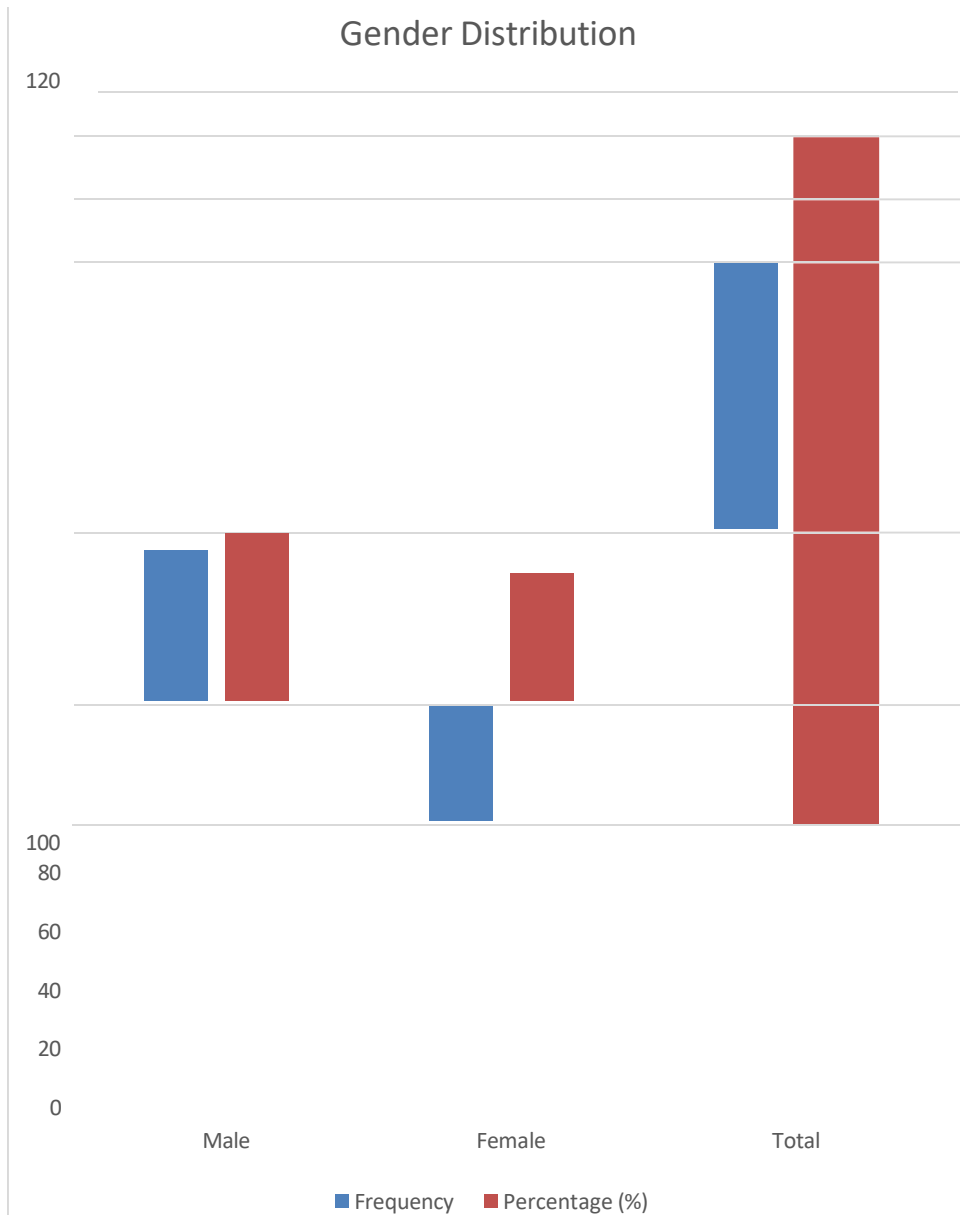
#### 4.3.1 Gender of Respondents

The gender distribution of respondents both male and female views were adequately represented.

Findings revealed that the majority of respondents were male (56.7%), 43.3%.

This indicates that both genders participated in the study, though male respondents were slightly

more represented than female respondents. This distribution suggests that the findings captured perspectives across genders, providing balanced insights into the challenges facing transition from primary to junior secondary school.

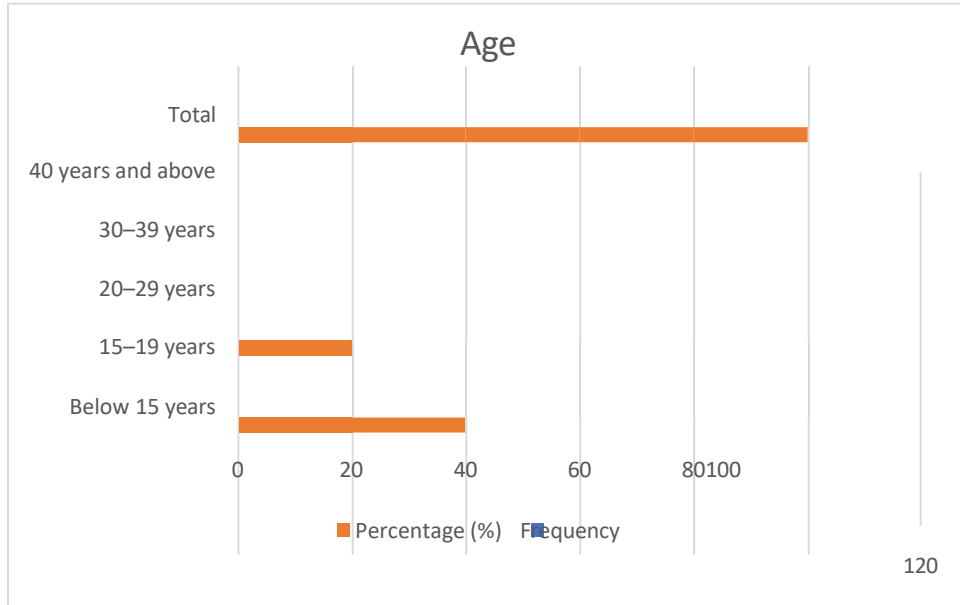


### 4.3.2 Age of Respondents

The study further sought to establish the age distribution of respondents. Findings showed that respondents aged 15–19 years (44.4%), followed by those aged 20–29 years (26.7%). Respondents aged 30–39 years accounted for 15.6%, while those aged 40 years and above comprised 7.8%. The least represented group was those below 15 years (5.5%).

These results imply respondents were young learners in the junior secondary school bracket, supported by teachers and education officers who fall in the older age categories. The variation

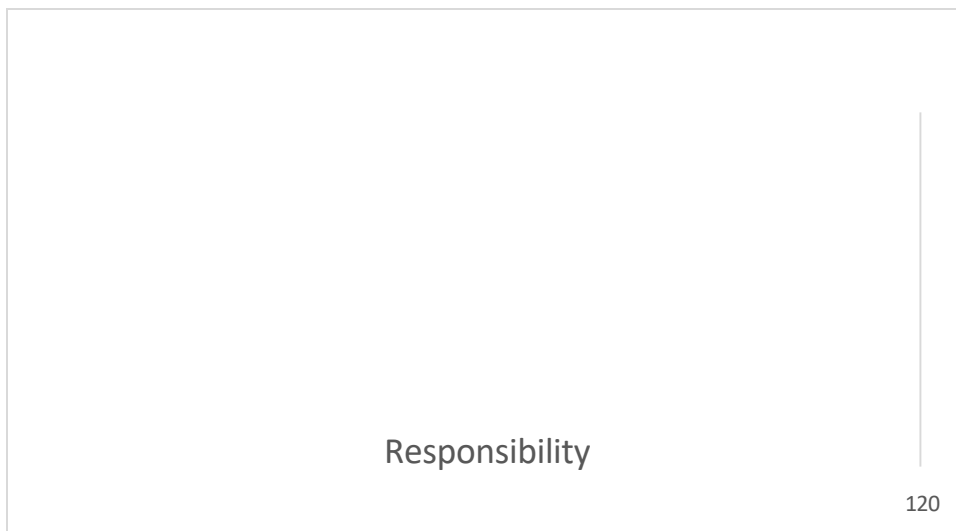
in age groups ensured that the study captured diverse experiences and perspectives regarding the transition process.

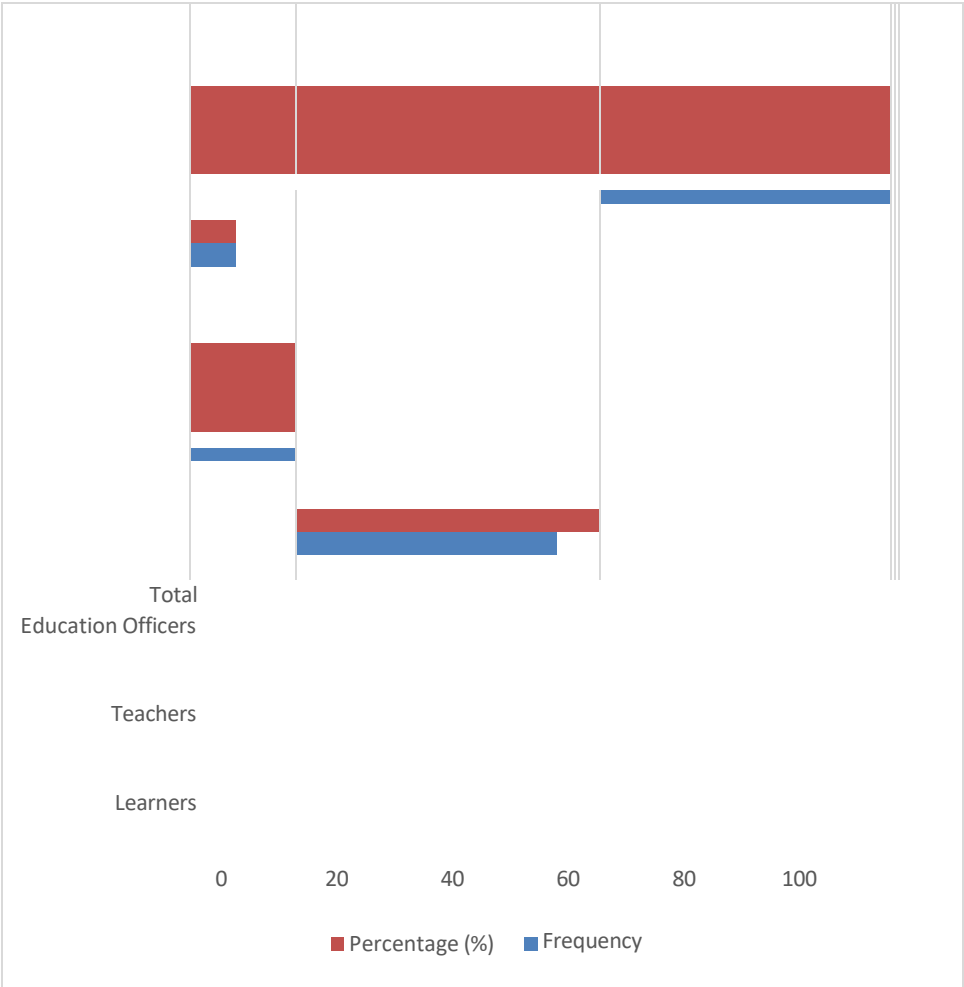


### 4.3.3 Role of Respondents

The study also sought to identify the role of respondents in order to understand the perspectives represented. Findings revealed learners (72.2%), followed by teachers (20.0%). Education officers accounted for 7.8% of the respondents.

This distribution shows that learners were the primary the direct beneficiaries of the transition to junior secondary school. However, the input of teachers and education officers provided complementary professional insights into the challenges experienced.





**4.3.4 Level of Education of Respondents**

The highest level of education attained by respondents (teachers and education officers), while learners were categorized based on their current level of schooling. Results showed that students in JSS (55.6%) formed the largest group, followed by respondents with a diploma qualification (20.0%). Those with secondary education (12.2%), degree holders (8.9%), and postgraduate qualifications (3.3%) were also represented.

This indicates that the study captured views from responses reflected both learner experiences and professional perspectives from education stakeholders.

**Table 4.5: Education Level of Respondents**

Education Level	Frequency	Percentage (%)
JSS Learners	50	55.6
Secondary Education	11	12.2

Diploma	18	20.0
Degree	8	8.9
Postgraduate	3	3.3
<b>Total</b>	<b>90</b>	<b>100.0</b>

#### 4.4 Findings Based on Research Objectives

##### 4.4.1 School-Level Factors

The study examined school-level factors on the transition junior secondary school. Respondents were asked to indicate their views on issues such as adequacy of classrooms, learning materials, teacher training, staffing, and facilities.

**Table 4.6: School-Level Factors Affecting Transition**

<b>Statement</b>	<b>Disagree (%)</b>	<b>Neutral (%)</b>	<b>Agree (%)</b>	<b>Mean</b>
Adequate classrooms are available for JSS learners.	8.9	11.1	80.0	3.05
Learning materials are sufficient.	17.7	16.7	65.6	2.67
Teachers are adequately trained for CBC.	26.7	15.6	57.7	2.49
Enough teachers are available for JSS.	24.5	22.2	53.3	2.42
Facilities (library, ICT, labs) are adequate.	24.4	20.0	55.6	2.42
Student–teacher ratio supports effective learning.	17.8	20.0	62.2	2.60

The results indicate that while 80.0% were fairly adequate, other critical resources such as teacher training, learning materials, and facilities recorded much lower agreement levels, with mean scores around 2.4–2.6. This implies that although physical space may not be a pressing concern,

deficiencies in teaching staff, resources, and infrastructure present significant challenges to the transition.

#### 4.4.2 Student-Level Factors

The study sought to establish how student-related aspects such as preparedness, motivation, and adjustment influence the transition process.

**Table 4.7: Student-Level Factors Affecting Transition**

<b>Statement</b>	<b>Disagree (%)</b>	<b>Neutral (%)</b>	<b>Agree (%)</b>	<b>Mean</b>
Students are academically prepared for JSS.	15.6	17.8	66.6	2.75
Students are confident in handling CBC tasks.	20.0	16.7	63.3	2.67
<b>Statement</b>	<b>Disagree (%)</b>	<b>Neutral (%)</b>	<b>Agree (%)</b>	<b>Mean</b>
Students adjust socially and emotionally.	17.8	22.2	60.0	2.64
Students have good study habits.	22.2	20.0	57.8	2.53
Prior learning prepared students well.	24.4	17.8	57.8	2.49
Students remain motivated and engaged.	18.9	21.1	60.0	2.61

The findings show that most respondents (66.6%) agreed that learners were academically prepared for JSS, reflected in a mean score of 2.75. However, weaker results were observed in areas such as study habits, prior preparation, and emotional adjustment, which all averaged close to 2.5. This indicates that while learners were generally ready to transition academically, social and behavioral readiness remained a moderate challenge that may affect long-term adjustment.

### 4.4.3 Family and Community Support

The study further examined the role of parents, guardians, and community initiatives in supporting learners during transition.

**Table 4.8: Family and Community Support**

<b>Statement</b>	<b>Disagree (%)</b>	<b>Neutral (%)</b>	<b>Agree (%)</b>	<b>Mean</b>
Parents/guardians understand CBC requirements.	21.1	17.8	61.1	2.58
Parents/guardians support learners with homework.	17.8	15.6	66.6	2.71
Families provide adequate learning materials.	24.4	17.8	57.8	2.49
<b>Statement</b>	<b>Disagree (%)</b>	<b>Neutral (%)</b>	<b>Agree (%)</b>	<b>Mean</b>
Parents communicate regularly with teachers.	22.2	20.0	57.8	2.53
Community programs support JSS learners.	20.0	18.9	61.1	2.62
Financial constraints hinder smooth transition.	15.6	13.3	71.1	2.84

The in homework support was relatively strong (66.6% agreement), financial constraints emerged as the most critical barrier, with 71.1% of respondents agreeing it hindered transition. Other aspects such as parental understanding of CBC and provision of learning materials received moderate ratings, indicating that families are supportive but are limited by economic and resource challenges.

#### 4.4.4 General Transition Challenges

The study also investigated general the transition to junior secondary school.

**Table 4.9: General Transition Challenges**

<b>Statement</b>	<b>Disagree (%)</b>	<b>Neutral (%)</b>	<b>Agree (%)</b>	<b>Mean</b>
Students face difficulties adapting to new environment.	17.8	15.6	66.6	2.75
<b>Statement</b>	<b>Disagree (%)</b>	<b>Neutral (%)</b>	<b>Agree (%)</b>	<b>Mean</b>
Transition causes stress or anxiety.	20.0	18.9	61.1	2.62
Transition cost is a major challenge.	13.3	15.6	71.1	2.89
CBC is effectively implemented at JSS.	22.2	20.0	57.8	2.53
Teachers, parents, and community ease the process.	18.9	21.1	60.0	2.61

The results show that adaptation and anxiety were common challenges, as 66.6% and 61.1% of respondents respectively agreed on these aspects. Cost emerged as the most serious challenge with 71.1% agreement and the highest mean of 2.89, suggesting that financial demands heavily affect families. Although CBC implementation and stakeholder support received some agreement, their effectiveness more effort is needed to ensure smoother transitions.

## CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Introduction

This chapter provides a summary of the study findings, conclusions drawn from the results, and recommendations for addressing the challenges facing transition from primary to junior secondary school. It also suggests areas for further research.

### 5.2 Summary of Findings

challenges facing the transition from primary to junior secondary school in St. Joseph Kiburunga Primary School, Nyamarambe Sub-County, Kisii County. Specifically, the study focused on school-level factors, student-level factors, family and community support, and general challenges.

- **School-Level Factors:** The results showed that while classrooms were fairly adequate (80% agreement), learning materials, teacher training, and school facilities such as libraries and laboratories were only moderately available. This implies that resource constraints remain a significant obstacle.
- **Student-Level Factors:** relatively academically prepared and motivated. However, weaknesses were noted in study habits, emotional adjustment, and prior preparation, highlighting the need for psychosocial and academic support.
- **Family and Community Support:** Parental support with homework and involvement in school activities was encouraging, but financial constraints were a major barrier (71.1% agreement). This suggests that economic challenges significantly influence transition outcomes.
- **General Transition Challenges:** The most pressing issues were difficulties in adapting to the new environment, anxiety among learners, and financial demands associated with transition. Although CBC implementation and community support found to be moderate.
- 

### 5.3 Conclusions

findings, the study concludes that transition from primary to junior secondary school is influenced by multiple interrelated factors. At the school level, inadequate learning resources and insufficiently trained teachers pose serious challenges. At the student level, learners demonstrate enthusiasm and academic readiness, but emotional and behavioral adjustment remains a concern.

Family and community support play an important role, yet financial barriers significantly hinder smooth progression. Overall, in implementing the Competency-Based Curriculum at JSS level,

#### 5.4 Recommendations

From the conclusions, the following recommendations are made:

1. **Enhancement of School Infrastructure:** The government and education stakeholders should increase investment in learning resources, libraries, science laboratories, and ICT facilities to support effective implementation of JSS.
2. **Capacity Building for Teachers:** Regular training programs should be organized to equip teachers with skills and knowledge necessary for delivering the CBC curriculum effectively.
3. **Student Support Services:** Schools should strengthen guidance and counseling programs to help learners cope with emotional and social challenges associated with transition.
4. **Parental and Community Involvement:** Parents should be sensitized on CBC requirements and encouraged to actively participate in learners' academic progress. Community organizations should also provide mentorship and extracurricular support.
5. **Financial Support Mechanisms:** The government, NGOs, and community groups should establish bursaries and scholarship programs to reduce the financial burden on families.

#### 5.5 Suggestions for Further Research

This study was limited to one primary school in Nyamarambe Sub-County. Future research could focus on:

- Comparative studies across multiple schools and counties to identify regional variations in transition challenges.

- Longitudinal studies that track learners' adjustment and performance over time after transitioning to JSS.
- The role of digital learning resources in facilitating effective transition under the CBC framework.

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## QUESTIONNAIRE

**Title of the Study:**

*Challenges Facing the Transition from Primary to Junior Secondary School in St. Joseph  
Keburunga Primary School, Nyamarambe Sub-County, Kisii County, Kenya*

**Instructions:**

This questionnaire seeks to gather information on the challenges faced in the transition from primary to junior secondary school. Kindly respond by ticking (✓) opinion. Your responses will be kept confidential and used for academic purposes only.

**Scale for Sections B–E:**

0 = Strongly Disagree

- 1 = Disagree  
2 = Neutral  
3 = Agree  
4 = Strongly Agree

### **Section A: Demographic Information**

1. Gender
  - Male
  - Female
2. Age
  - Below 15
  - 15–19
  - 20–29
  - 30–39
  - 40 and above
3. Role
  - Learner
  - Teacher
  - Education Officer
  - Parent/Guardian
4. Level of Education (for adults)
  - Primary
  - Secondary
  - Diploma
  - Degree
  - Postgraduate

### **Section B: School-Level Factors**

**1. The school has adequate classrooms to accommodate JSS learners.**

- 0 = Strongly Disagree  
 1 = Disagree  
 2 = Neutral  
 3 = Agree  
 4 = Strongly Agree

**2. Learning materials (e.g., textbooks, lab equipment) are sufficient for JSS learners.**

- 0 = Strongly Disagree

- 1 = Disagree
- 2 = Neutral
- 3 = Agree
- 4 = Strongly Agree

**3. Teachers are adequately trained to deliver the CBC curriculum.**

- 0 = Strongly Disagree
- 1 = Disagree
- 2 = Neutral
- 3 = Agree
- 4 = Strongly Agree

**4. The school has enough trained teachers to meet JSS needs.**

- 0 = Strongly Disagree
- 1 = Disagree
- 2 = Neutral
- 3 = Agree
- 4 = Strongly Agree

**5. School facilities (library, ICT labs, science labs) are adequate for JSS learning.**

- 0 = Strongly Disagree
- 1 = Disagree
- 2 = Neutral
- 3 = Agree
- 4 = Strongly Agree

**6. The student–teacher ratio supports effective learning.**

- 0 = Strongly Disagree
- 1 = Disagree
- 2 = Neutral
- 3 = Agree
- 4 = Strongly Agree

**Section C: Student-Level Factors**

**1. Students are academically prepared for JSS demands.**

- 0 = Strongly Disagree
- 1 = Disagree
- 2 = Neutral
- 3 = Agree

4 = Strongly Agree

**2. Students are confident in handling CBC learning tasks.**

0 = Strongly Disagree

1 = Disagree

2 = Neutral

3 = Agree

4 = Strongly Agree

**3. Students adjust socially and emotionally during the transition.**

0 = Strongly Disagree

1 = Disagree

2 = Neutral

3 = Agree

4 = Strongly Agree

**4. Students have developed good study habits and time management skills.**

0 = Strongly Disagree

1 = Disagree

2 = Neutral

3 = Agree

4 = Strongly Agree

**5. Prior learning experiences adequately prepared students for JSS.**

0 = Strongly Disagree

1 = Disagree

2 = Neutral

3 = Agree

4 = Strongly Agree

**6. Students remain motivated and engaged after the transition.**

0 = Strongly Disagree

1 = Disagree

2 = Neutral

3 = Agree

4 = Strongly Agree

**Section D: Family and Community Support**

**1. Parents/guardians understand CBC curriculum requirements.**

0 = Strongly Disagree

1 = Disagree

2 = Neutral

3 = Agree

4 = Strongly Agree

**2. Parents/guardians actively support learners with homework.**

0 = Strongly Disagree

1 = Disagree

2 = Neutral

3 = Agree

4 = Strongly Agree

**3. Families provide adequate learning materials (books, uniforms, stationery).**

0 = Strongly Disagree

1 = Disagree

2 = Neutral

3 = Agree

4 = Strongly Agree

**4. Parents maintain regular communication with teachers.**

0 = Strongly Disagree

1 = Disagree

2 = Neutral

3 = Agree

4 = Strongly Agree

**5. Community programs (mentorship, clubs, extracurricular activities) support learners.**

0 = Strongly Disagree

1 = Disagree

2 = Neutral

3 = Agree

4 = Strongly Agree

**6. Financial constraints hinder smooth transition to JSS.**

0 = Strongly Disagree

1 = Disagree

2 = Neutral

- 3 = Agree
- 4 = Strongly Agree

### **Section E: General Transition Challenges**

#### **1. Students face difficulties adapting to the new school environment.**

- 0 = Strongly Disagree
- 1 = Disagree
- 2 = Neutral
- 3 = Agree
- 4 = Strongly Agree

#### **2. Transition to JSS causes stress or anxiety among learners.**

- 0 = Strongly Disagree
- 1 = Disagree
- 2 = Neutral
- 3 = Agree
- 4 = Strongly Agree

#### **3. The cost of transition is a major challenge for families.**

- 0 = Strongly Disagree
- 1 = Disagree
- 2 = Neutral
- 3 = Agree
- 4 = Strongly Agree

#### **4. CBC is effectively implemented at JSS level in this school.**

- 0 = Strongly Disagree
- 1 = Disagree
- 2 = Neutral
- 3 = Agree
- 4 = Strongly Agree

#### **5. Teachers, parents, and the community ease the transition process.**

- 0 = Strongly Disagree
- 1 = Disagree
- 2 = Neutral
- 3 = Agree
- 4 = Strongly Agree



