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**INFLUENCE OF CURRICULUM AND PEDAGOGY ON
ADJUSTMENT OF FORM ONE STUDENTS TO SECONDARY
SCHOOLS: A CASE OF NANDI COUNTY, KENYA**

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Influence of Curriculum and Pedagogy on Adjustment of Form One Students to Secondary Schools: A Case of Nandi County, Kenya

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Abstract

Purpose: The objective of study was to establish the influence of curriculum and pedagogy on adjustment of form one students to secondary schools. School transition being an education milestone is a process that may expose students to numerous challenges thus positive or negative impacts on the learning outcomes. The study adopted Piaget's Cognitive Learning Theory which suggests that the learner is an active participant in the process.

Methodology: The research adopted survey research design and adapted a five-point summative Likert scale student questionnaire. Purposive and stratified random sampling methods were used to select a sample size of 375 form one students. Descriptive and inferential statistics were employed to analyze data. The descriptive were frequencies, means and standard deviation whereas inferential was Pearson Product Moment Correlation Coefficient.

Finding: Data was statistically computed with the findings ($r=0.763$, $p<0.05$) indicating a strong positive relationship between Curriculum and Pedagogy and form one adjustment to secondary school.

Conclusion: The study established that the introduction of many and new subjects using different approaches at form one level can result to academic dip especially to high achievers hence jeopardizing their future careers, employment prospects and life chances in general.

Unique contribution to theory, practice and policy: The study recommends curriculum and pedagogy harmonization from primary to secondary schools by curriculum developers for smooth academic transition hence completion of basic education by learners. There is need for all stakeholders to prepare students psychosocially prior to transition to secondary school.

Key words: *School transition, adjustment, curriculum and pedagogy.*

1.0. INTRODUCTION

Adjustment refers to the psychological process through which students manage to cope with the daily life experiences, demands and challenges in school. Primary to secondary school transition is one among many transitions that learners make in their educational life. Transition from primary to secondary school exposes students to environmental, social, emotional and psychological changes (Rens, Haelermans, Groot, & Maassen van den Brink, 2018). This implies that encounter may positively or negatively impact on their learning achievements. Children around the world make school transitions annually. For instance, in England and the United States (US) children transition encounter school transition at different ages and grades (Evans et al., 2018). Further, most countries in Sub-saharan Africa have experienced large expansions of access to primary education over the past two decades. The number of primary

school children has doubled in countries like Burkina Faso, Madagascar and Mali. Ofsted (2002) noted that there is little or no preparation done towards this process. As a result, students will be faced with totally new teaching and learning experience. According to Akos et al. (2015) transition to secondary school can directly impact on academic achievement of students. To keep pace with the changes that transition from primary to secondary school brings about, the student has to adapt to the new environment, social set achieved when students' psychological wellbeing is maintained as they transition from primary to secondary schools.

1.1 Statement of the Problem

Since school transition from primary to secondary implies academic, social and environmental changes (Benner & Graham, 2009) hence there is need for positive smooth adjustment of students from primary to secondary schools. Successful transitions are likely to occur when learning is seamless across broad from primary to secondary schools. This means that students are more likely to stay at school, engage in meaningful learning and attain positive academic achievement in secondary school. During adjustment, academic issues take the forefront over the social and procedural issues of the adjustment. Compared to primary education, secondary education places more emphasis on quality grades and as result teachers tend to have higher academic expectations of students (Wigfield et al., 1991). However, prior to the transition, students seem to have limited preparation in terms of knowledge concerning the subjects and instructional strategies that they are going to experience in secondary schools. This scenario is likely to affect most those who were performing well in primary school and would want to continue in secondary school than the low performers. Conversely, during transition process the motivation and academic performance decline (Bru et al., 2010). This implies that the low performance may be a source of distress to students who were performing well in primary school. These children may end up in a downwards spiral leading to school dropout as a result of poor academic performance (Waters et al., 2012). To prevent aforementioned negative effects of transition it is important to provide a way to break through the downwards spiral. This only attainable if students are prepared to know what to expect in terms of the curriculum and mode of working as well as academic qualifications. Available literature has focused the role of peers, teachers and school environment in relation to transition and adjustment like school environment and social interaction (Evans et al., 2018; Bundotich et al., 2016; Kingerly et al., 2011). This study aimed at determining the influence of curriculum and pedagogy on adjustment of form one students to secondary school.

1.2 Objective of the study

To determine the influence of curriculum and pedagogy on adjustment of form one students to secondary school.

1.3 Significance of the Study

The study hopes to contribute in filling of knowledge gap in adjustment of form one students to secondary school studies. Since there is very scanty literature on adjustment of form one students to secondary school, yet annually students are admitted to secondary school in Kenya. This study aims at establishing the role curriculum and pedagogy plays in transition, adjustment and retention of form one students to secondary school through its investigation.

2.0 LITERATURE REVIEW

School transition for children from primary to secondary school is an annual event worldwide. It is an event that comes with many changes socially and academically. These changes include: new subject and methodology, new peers and teacher, unfamiliar school culture among other hence the need for adjustment. School adjustment is a board constructs which consists of many different aspects like academic achievement, school satisfaction, school engagement and pros social behavior (Winga et al., 2011). Well-adjusted students value learning, are actively involved in classroom activities hence attain quality grades. On the contrary, poor school adjustment leads to low academic achievement, behavioral problems, discordant educational aspirations and even school dropout (Kiuru, 2009 Visalambi et al., 2009). This means that transitions are more successful when learning is seamless across broad from primary to secondary schools. Further, students are more likely to stay at school, engage with meaningful learning and attain positive academic achievement in secondary school with positive transition and adjustment. This is only attainable if students are prepared to know what to expect in terms of the curriculum and mode of learning as well as academic qualifications. This assumption is confirmed by Lerner and Steinberg (2009) who observed that well-adjusted students enjoy learning and actively participate in classroom activities thus attaining quality grades. However, poor adjustment leads to poor academic performance, class activities disengagement and behavior problems. Ultimately, this will lead to school dropout. Early school dropout as a result of failure of students to make positive adjustment to secondary school significant problem. This means their future careers; employment opportunities and life chances may be jeopardized. This is quite unfortunate should it be allowed to happen because it was earlier noted that the most affected group of students are those who were performing well in primary school and would want to continue in secondary school than the low performers. Conversely, great brains would be rendered wasted at personal and national levels. Kenya, as nation would have would have made great strides in terms of economic advancements if such students would have successfully finished school and contribute back to the country's economy as professional in different fields.

2.1 Theoretical Framework

Transition from primary to secondary school has both positive and negative effects on students. Those who attain quality academic grades must have experienced a smooth transition but those who experience difficulties tend to register declines in academic achievements. There are many theories that explain how teaching and learning occur hence provide important insights into what is required for effective and efficient teaching and learning to take place in a school as well as classroom set ups. Cognitive Learning Theory is the underlying theory informing this study.

2.1.1 Cognitive Learning Theory

The study adopted Cognitive Learning Theory (Piaget, 1936) which suggests that peoples and in our case learners' behavior is as a result of information processing. Form one students will try to make sense of their new environment by imposing order and meaning on the things they encounter. Cognitive explanations of behavior are based around the ways in which people organize and process information relevant to particular ways of acting. This means this theory advocates for a prior knowledge in understanding the present behavior of an individual. Therefore, students need prior preparation before transiting to secondary school. This implies that they need knowledge with regard to subjects, modes of teaching, grading system and the

variation in school population and culture among others. As a result, learners will make transition from primary to secondary school well prepared in terms of what awaits them. With regard to the curriculum, there should be some sense of resemblance between primary and secondary levels to avoid wastage of knowledge and information already acquired at primary school level. This is because when students get to learn new topics or concepts, they tend to process and construct their own understanding of a topic based on their past experiences and knowledge (schema). This implies past knowledge is essential in understanding of the new subject(s). This means the academic knowledge acquired at primary school level should remain relevant to students even as they transit to secondary school. In sum, there is need for prior preparation of student while at primary school on the expectations of secondary school. Moreover, continuation and similarity in the primary and secondary curriculum is of great importance for smooth transition and adjustment of students.

2.2 Empirical Review

Adjustment or adaptation is important in order for students to survive and fit-in well with new people and environment (Akos, 2004) hence completion of the course or level of schooling and acquisition of quality mean grade necessary for promotion to the next level of learning. On the contrary, failure to adjust well can lead to a decline in students' motivation, absenteeism, decline in academic achievement, drug abuse and the worst of them all, school dropout (Lerner & Steinberg, 2009). Students perceptions of the transition and adjustment are both positive and negative. Negative perception emerges from academic concerns such as a lot of homework, pressure to do well and potential drops in academic achievement. Those students who perceive transition positively are likely to register good academic performance which is crucial for the successful development of young people in the society. Students who perform well in school are in a better position to make smooth transition into adulthood and to achieve educational, occupational and economic success (McInerney et al., 2012). This is only possible with successful transition and adjustment. Unfortunately, prior to the transition, students tend to have limited preparation in terms of knowledge concerning the subjects and instructional strategies that they are going to experience in secondary school. This scenario is likely to affect mostly those who were performing well in primary school and would want to continue in secondary school than the low performers. Wigfield et al., (1991) found that during adjustment, academic issues take the forefront over the social and procedural issues of the adjustment. Compared to primary education, secondary education places more emphasis on quality grades as such teachers tend to have higher academic expectations of students. In spite of emphasis on quality grades and higher academic expectations by teachers, students experience differences in academic climate on transition to secondary school. The changes that such students face include learning subjects and resources. These mentioned differences are likely to influence the student's academic self-concept, interest and engagement (Evans et al., 2018)

Conversely, as time progresses, many high achievers' students' express dissatisfaction and disappointment with the low level of academic challenge, resulting in boredom and a feeling of a lack of control (Martin & Dowson, 2009). They also noted that students experienced increased levels of academic pressure on homework and shifts in pedagogy that are less learner-centered and difficult to manage (Martin & Dowson, 2009). The experienced pressure on homework may be as a result of many and new subjects taught. Since every teacher gives out an exercise to be done, with a dead line at the end of every lesson, it becomes difficult for students to meet these stringent timelines. This may as well lead to dips in academic achievement, self-esteem and increased social anxiety (Galton, 2010).

In addition, for many students, entry into high school, is their first exposure to a completely departmentalized curriculum, extensive academic tracking, ordering of ability via class rankings, and recurrent reminders of quality grade requirements. These demands define students' academic identity and their opportunities after high school. Republic of Kenya (2008, p15) adds that, "the four years of secondary education are an important stage of physical, intellectual and psychological development when youth mature into readiness for adult roles." Most secondary schools are public boarding but private and day schools constitute a significant proportion. At the end, learners sit for the Kenya Certificate of Secondary Education examination (KCSE) (Kimu, 2012), which would determine whether the individual will join university or other tertiary colleges that she or he is eligible to based grade attained in the KCSE.

Secondary school education in Kenya is aimed at meeting the needs of the students who terminate their education after secondary school and also those who proceed onto tertiary education (Education Info Center, 2006). It takes a student 4years to go through secondary school. The required secondary school subjects are categorized into five groups as follows: Group 1: English, Mathematics, and Kiswahili; Group 2: Biology, Physics, Chemistry, Physical Sciences, and Biological Sciences; Group 3: History and Government, Geography, Christian Religious Education, Islamic Religious Education, Social Studies and Ethics, and Hindu Islamic Education; Group 4: Home Science, Art and Design, Agriculture, Woodwork, Metalwork, Building and Construction, Power Mechanics, Electricity, Drawing and Design, and Aviation Technology; and Group 5: French, German, Arabic, Music, Accounting, Commerce, Economics, Typewriting and Office Practice. Students are, therefore, required to take all three subjects in Group 1 and at least two subjects from Group 2. Students are also required to select subjects in the other three remaining area. The selection of subjects is dependent upon what each of the individual secondary schools offers. This is totally dependent upon the resources and availability of teachers in the respective schools. At the end of the fourth year in secondary school, the Kenya Certificate of Secondary Examination (K.C.S.E.) is taken. This examination assesses both the compulsory and elective subjects as listed above as a selection tool for tertiary and higher education (Republic of Kenya, 2015)

UNESCO (2012) observed low transition rate from primary to secondary schools in Sub-Saharan Africa due to a number of factors. Poverty was pointed out as a key factor since many parents were facing financial constrains thus unable to meet education cost for their children. Based on this concern the Kenyan government increased its annual budget on education to finance secondary education. This was an indicator of the government's commitment to having every child access free basic education. Despite of this, there is limited research on how form one students cope with transition and adjustment from primary to secondary school. Murage et al. (2016) investigated community factors and transition and established that community factors influence transition of learners from primary to secondary schools. A study by Bundotich et al. (2016) on peers and adjustment found that peers had a significant influence on the transition process whereas Paramanik et al. (2014) observed a significant influence of gender and resilience on the transition and adjustment process students. The existing knowledge gap necessitated the current study which aimed at determining the influence of curriculum and pedagogy on adjustment of form one students to secondary schools.

3.0 METHODOLOGY

This part of the study included: the study area, the research design, the target population that was studied, the methods used in sampling, data collection instruments, validity and reliability of the instruments, procedure for data collection, data processing, analysis and presentation as well as ethical considerations.

3.1 The study area

Nandi County is in the North Rift of Kenya, occupying an area of 2,884.4 square kilometers. The county has a Population of 885,711 (Kenya National Bureau of Statistics, 2019). The cool wet climate, complemented by the rich volcanic soils, makes Nandi an ideal area for tea, maize and sugar cane farming. Agriculture is therefore the main economic activity with renown and thriving tea estates and beautiful topography that mainly consists of the scenic Nandi Hills. As a result, Nandi is emerging as a leading sports tourism destination owing to its association with internationally renowned athletes, many of whom train within the county (County Government of Nandi, 2019). The county deemed suitable for the study because it has undergone rapid economic development since independence. Also, it is an agricultural and tourism hub thus home to a cosmopolitan community.

Nandi County has about 744 primary schools and 155 secondary schools with about 220,000 pupils and 66,608 students respectively. The county is home to some of Kenya's best schools, including Kapsabet High School, Kemeloi Boys' Secondary, Kapsabet Girls High School, Meteitei Boys Secondary School, Samoei High School, and St. Josephs Girls, Chepterit, Cheptil Secondary School among others. Several institutions of higher learning are found here among them the University of Eastern Africa, Baraton (UEAB), Koitalel Samoei University (a constituent college of the University of Nairobi) Mosoriot Teachers College, Mosoriot and Kaptumo Medical Training Colleges and Kaiboi Technical Training Institute among others (County Government of Nandi, 2019).

3.2 Research Design and Instruments

The research adopted survey research design and adapted five-point summative Likert scale student questionnaire. deemed appropriate for the study as they provided an opportunity for the researcher to carry out an inquiry on influence of curriculum and pedagogy on adjustment of form one students to secondary school thus making the study findings more dependable and reliable (Kothari, 2004; Cohen et al., 2007). Further, Saunders et al. (2003) noted that questionnaire works best with standardized questions where all respondents interpreted the same way. Literature was reviewed in areas relevant to the study as well as expert's consultation and approval was done to ascertain for their validity of the instrument. In addition, a pilot study with at least 10% of the study sample in similar targeted population groups in Uasin Gishu County was undertaken to pre-test the reliability of the instrument.

3.3 The Target Population

The county had a student population of (66,608) out of which form one students were 13,527. Male were (7,076) and female were (6451). The total population of all secondary school students was 66608 in the county. The study targeted all form one students who had joined the (155) secondary schools in Nandi County in the year 2019a totaling up to 13,527 form one students (County Government of Nandi, 2019).

3.4 Sample Size and Sampling Procedure

The study utilized Krejcie and Morgan (1970) table to determine the sample size. As a result, a sample of 375 form one students was selected to participate in the study. Purposive sampling was used to select form one students since they had just transited primary schools and enrolled in secondary schools in Nandi County. To obtain a representative sample, stratified simple random sampling was used to select students from the four categories of schools ranging from National to Sub-county secondary schools. The process involved selecting the samples in the same proportion as they exist in the population (Fraenkel & Wallen, 2009). Stratified sampling method was useful in this research because it gave a blend of randomization and categorization, thereby enabling quantitative data collection. Moreover, the grouping of the population into relevant strata meant that the samples were more representative as it ensured that each of the strata was represented proportionally within the sample (Saunders et al., 2003).

4.0 DATA ANALYSIS AND PRESENTATION

To determine the influence of curriculum and pedagogy on adjustment of form one students to secondary schools, the collected data was analyzed and findings represented based on the objective of the study. First, the questionnaire data was cross-examined and coded to allow entry into the computer using Statistical Programme for Social Sciences (SPSS 20.0) package. To ensure uniformity in coding, a master codebook was designed. The obtained descriptive statistics such minimum, maximum, means, frequencies, standard deviations and correlation were computed by invoking the relevant commands at prompt and tabulating for analysis of data. These computed statistics allowed for the description of data in numerical terms as well as reduction and summary data. The researcher used the analyzed data to determine the level of significance of differences between curriculum and pedagogy and adjustment of form one students to secondary school.

4.1 Students Demographics

From the prepared and issued 375 student questionnaires, 303 copies were filled and returned thus translating to 81% response rate. The high response rates can be attributed to participant's willingness to support the study aimed at resolving the adjustment problems affecting form one students as they transit from primary to secondary school. Further, it can be attributed to the structured nature of the questionnaire hence easy to fill in by simply ticking the preferred options by the respondents.

The demographic profile of respondents included characteristics such as their gender which implies male or female, the type of school referring to whether they were mixed or single sex that is boys or girls' school, status of school referring to whether they were day or boarding school, kind of school referring to whether they were public or private. Table 1 present frequency and percent of student gender.

Table 1: Students Demographic on Gender

Sex	Frequency	Percent	Valid Percent	Cumulative Percent
MALE	178	58.6	58.6	58.6
FEMALE	126	41.4	41.4	100.0
Total	304	100.0	100.0	

Source: Survey Data (2020)

The findings indicate that male students are more (178) than female students (126) in form one classes that participated in the study. The findings further indicated that males had a higher percentage of (58.6%) compared to their female counterparts of (41.4%) respondents. The higher percentage male students (58.6%), can be attributed to the fact that from a total of 13,527 form one students in Nandi County, their number was slightly higher (7,076) than that of the girls (6,451) according to the (County Government of Nandi, 2019) consulted. These findings are confirmed Basu (2012) who found that there exists a highly significant difference between gender and adjustment to secondary school. Further, Murage et al. (2016) noted that community attitude towards education and especially education for girls influence transition and this may be attributed to the lower number of girl’s respondents in Nandi county. Table 2 present data on status and type of School as well as KCPE and first exam marks.

Table 2: Descriptive on Type and Kind, KCPE Marks and First Exam in Secondary school

	Frequency	Percent	Valid Percent	Cumulative Percent
Status of School				
DAY	48	30.97	30.97	30.97
BOARDING	107	69.03	69.03	100
Total	155	100	100	
Type of School				
PUBLIC	129	83.2	83.2	83.2
PRIVATE	26	16.8	16.8	100
Total	155	100	100	
KCPE Marks				
LESS THAN 250	12	4	4	4
251-300	32	10	10	14
301-350	178	59	59	73
351-400	79	26	26	9
401-500	3	1	1	100
Total	304	100	100	
First Exam Marks				
LESS THAN 250	17	5.5	5.5	5.5
251-300	62	20.5	20.5	26
301-350	116	38.2	38.2	64.2
351-400	92	30.3	30.3	4.3
401-500	17	5.5	5.5	100
Total	304	100	100	

Source: Survey Data (2020)

The results indicate that there was a higher number of students (107, 69.03%) in boarding secondary schools compared to those in day secondary schools (48, 30.97%). These implies more respondents to the study were in boarding schools and had no access to external assistance in navigating through the new secondary curriculum and pedagogy other than from their teachers and peers. In addition, this makes the study findings more reliable because those who are affected more by adjustment to secondary school are those who join boarding school than those who join day school.

Further, findings indicate that a majority of the students' participants (129, 83.2 %) were from public schools compared to (26,16.8%) a few from the private secondary schools. This could be attributed to the higher number of public schools in the county which confirms the government's commitment in having educated citizens (Republic of Kenya, 2015). As a result, out of a total of 155 secondary schools in the county, 129 are public and only 26 are private schools.

Investigation into KCPE examination results indicate that a higher percentage, (178, 59.0%) of form one students scored marks between 301-350 marks in their KCPE examination. Those with 351- 450 marks were (79, 26.0%) percent. The two groups total up to (85.9%). This suggests that a majority of form one students had good academic entry behavior as they joined secondary schools. Also, it suggests that if they were to be accorded a continuation of the curriculum and teaching methods or pedagogy in secondary schools, these learners are capable of doing exemplary well academically because they have the potential as confirmed by Logan and Skamp (2008). However, as far as the performance of the first exam in secondary school is concerned, a smaller of students (116, 38.2%) compared to (178, 59.0%) who had scored between (301-350). The drop in performance may be attributed to the differences between primary and secondary school curriculum as well as pedagogy. Further, there was a higher number and percentage of students (257, 82%) who scored between 300-400 marks in their KCPE exams compared to a smaller number and percentage (208, 68.2%) who scored the same marks in their first secondary school exam. These results indicate that curriculum and pedagogy had a negative influence on the academic performance of form one students during their first exam in high school. The descriptive statistics of the mean and standard deviation are presented in table 3 below.

Table 3: Descriptive Statistics of the Mean and Standard Deviation

Statement	Mean	Std. Deviation	N	Skewness
Information about curriculum and Pedagogy	48.2475	9.68611	304	-0.058
Information on adjustment to secondary school	63.5300	13.41656	304	- 0.267

Source: Survey Data (2020)

The means and standard deviation for the variables were computed as shown in table 4.3 above. The influence of curriculum and pedagogy on adjustment to secondary school had mean of (48.2) and a standard deviation of (9.69) which indicate curriculum and pedagogy has a significant influence on adjustment to secondary school. Also, data on the issues surrounding adjustment had a mean of (62.5) and a standard deviation of (13.42) which indicates that adjustment after transition from primary to secondary is an occurrence that causes great concern among the form one students. Conversely, the many and new subjects introduced to form one students can impact negatively to their academic performance. From section E of the students' questionnaire, the highest score was 80 while the lowest was 16. Hence, a score of between 16 - 48, implied that curriculum and instruction affected negatively the adjustment of form ones while a score of between 49 – 80, it implied a positive effect on the adjustment. Therefore, with a mean of 48.2475, it can be concluded that curriculum and pedagogy affect negatively the adjustment of form ones in secondary schools.

With regard to the skewness index of -0.058, suggests a negative skewness. The implication was that more observations were below the mean than above it. Given that the standard

deviation is small compared to mean value, it is true that the computed means highly represent the observed data. In effect, the calculated average is a good replica of reality (Field, 2005; Saunders *et al.*, 2007). Skewness values were used to check the normality of each variable included in the study. Table 4 present correlations between curriculum and adjustment of form one students to secondary school.

Table 4: Correlations between Curriculum and Adjustment.

Adjustment to Secondary school	Pearson correlation	1
Curriculum and Pedagogy	Pearson correlation Sig. (2-tailed)	.763** 1 .000

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

Source: Survey Data (2020)

Pearson’s product moment correlation coefficient was tested in order to check the actual strength of the relationship between variables. Correlation Analysis indicates a significant relationship between Curriculum and Pedagogy and Adjustment of form one students to secondary school. The results indicated that Curriculum and Pedagogy were not positively related to adjustment of form one students. Correlation results presented on Table 4 above indicate that Curriculum and Pedagogy influence have a substantive and significant relationship on adjustment of form one students to secondary school as stated ($r = 0.763$, $P < 0.05$). This indicates that there is a strong positive relationship between Curriculum and Pedagogy and form one adjustment to secondary school. Furthermore, the results indicate that curriculum and pedagogy at form one level is very significant in relation to the adjustment of these students in school. Therefore, the introduction of many and new subjects at form one level has a significant influence on adjustment of form ones in secondary. From section E of the students’ questionnaire, the highest score was 80 while the lowest was 16. A score of between 16-48, implied that curriculum and pedagogy affected negatively the adjustment of form ones while a score of between 49-80, it implied a positive effect on the adjustment. Therefore, with a mean of 43.11 it concluded that curriculum and pedagogy affected negatively the adjustment of form ones in secondary schools.

5.0 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The study’s aim was to investigate the influence of curriculum and pedagogy on adjustment of form one students to secondary schools in Nandi County. The study established that a majority of form students registered a drop in their first exam performance compared to the general exemplary performance in the KCPE Exam. For instance, there was a drop as (116, 38.2%) managed to score between (301-350) marks compared to (178, 59.0%) who had scored the same marks in the KCPE. Further, another glaring drop was observed when (257, 82%) had scored between 300-400 marks in their KCPE exams but the number and percentage came down to (208, 68.2%) in their first secondary school examination. Further, the Correlation results observed ($r = 0.763$, $P < 0.05$) indicate that curriculum and pedagogy have a strong substantive positive and significant relationship with adjustment of students to secondary school. Therefore, the drop in performance can be attributed to many and new subjects that are offered in the Kenyan secondary school curriculum compared to the few and familiar subjects offered in primary curriculum. These differences in subjects between primary and secondary

schools as well as pedagogy can be attributed with the academic dive observed among the form ones in their first examination performance. These observations agree with other studies like (Rahman, 2018; Mundy et al., 2017 & Akos et al., 2015) who noted that transition to secondary school can directly impact on educational attainment resulting to decline in academic performance. With respect to increased workload, students seemed to lack prior awareness hence the shock that came with the reality. The findings indicated that they were unable to cope with so many subjects taught as well as a lot of assignments to be completed within a given time frame. These findings compare with Evangelou et al. (2008) and Martin & Dowson (2009) who observed that students worry and get anxious over many transition related issues among them how to cope with increased workload. Illustratively, the study concluded that curriculum and pedagogy negatively influenced adjustment of form one students to secondary schools. As such, a successful transition of student from primary to secondary should be the ultimate goal for all stakeholders and policy makers. Therefore, the study made a number of recommendations for stakeholders to considerations.

5.2 Recommendations

With regard to the significant differences in primary and secondary schools' curriculum, the study recommends harmonization of the two curriculums and pedagogy to lessen the confusion that form one student face when confronted with new and many subjects. This will enhance continuation of teaching and learning process as students' transit from primary to secondary school. Also, prior preparing of students for secondary school education in terms of creation of awareness concerning what to expect in secondary school need to be done as students approach this level. This means that at primary school and especially class eight, learners need to be taken through what awaits them in secondary school. All stakeholders should take up the task of preparing students psychologically and socially for secondary school education. The stakeholders include; head teachers of primary schools, teachers and parents as well as the religious organizations. The policy makers through the MOE on their end should ensure equity in the acquisition of basic education by providing equal opportunities both boys and girls with any discrimination as observed in the study. Measures should be put in place to ensure hundred percent transition of primary to secondary schools as well as completion of the course. A Study needs to be done to establish why the variation in the number of boys and girls in Nandi County secondary schools yet 2019 KNBS census result shows there are more female than male (444,430; 441,259) respectively (Kenya National Bureau of Statistics (2019).

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