

**RELATIONSHIP BETWEEN SELECTED TEACHING-LEARNING  
PRACTICES AND STUDENTS' ACADEMIC PERFORMANCE  
UPON TRANSITION TO COUNTY SECONDARY SCHOOLS IN  
KIAMBU, KENYA**

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## **ABSTRACT**

Teaching and learning practices are not uniform across levels of education and this variation may influence a student's academic performance upon transition from primary to secondary school. The Information Processing theory explains effective mastering and application of new knowledge, attitudes and skills as being influenced by the extent of association between the practice being encountered and the accumulated experiences from previously encountered teaching and learning practices. The association in teaching and learning practices between the preceding and succeeding levels such as primary and secondary school may relate to a learner's academic achievement especially at the initial years of the succeeding level. This study was carried out to determine the relationship between teaching and learning practices and students' academic performance upon transition to secondary school. The study was carried out in Kiambu County in Kenya using the Causal Correlation research design. Respondents were selected using stratified sampling techniques from a target population of 80,047 students in the 243 public secondary schools in the county. Data was collected from a sample size of 347 teachers, 382 students and 24 Deans of Studies drawn from 24 secondary schools; using a teachers' questionnaire, a students' questionnaire and a Learners' Examinations Marks Schedule. Apart from adding to existing knowledge on students' trend in academic performance, the study was expected to inform policy makers in Education, teachers and curriculum developers on how the variation in teaching and learning practices between primary and secondary school relates to students' academic performance. The data collected was summarized into frequency tables, pie charts and bar graphs and described using mode and percentages. The study used Chi-square test to identify the presence or absence of relationship between students' academic performance and teaching and learning practices. The study conclude that students transiting to secondary school find themselves in teaching and learning practices that significantly differ with what they had been used to in primary school. The study recommended on the need to reduce the differences in teaching and learning practices by reviewing teachers' training curriculum in an effort to harmonize the teaching and learning practices between primary and secondary school.