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**PREPAREDNESS OF PRIMARY SCHOOL TEACHERS IN
TRANSITIONING PRESCHOOL CHILDREN TO LOWER PRIMARY IN
KIKUYU KIAMBU COUNTY, KENYA**

BY

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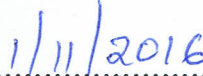
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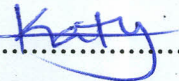


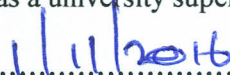
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DEDICATION

I dedicate this work to God who has favored me with His unwavering love and protection throughout my master's studies. To Him be the glory and honor forever!

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Despite the fact that writing a research project is a personal affair, its completion is a result of numerous cooperative efforts. While it might not be possible to acknowledge all these individually, some minimal appreciation is, however, inevitable.

I am greatly indebted to my supervisor, Dr. Catherine Gakii Murungi for holding my hand and guiding me through the entire process of doing this research project. To my family; my beloved daughter Whitney and son Wayne, May God, bless you for your immense support and always giving me a reason to do my best.

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ABBREVIATIONS AND ACCRONYMES

ECCD:	Early Childhood Care and Development
ECD:	Early Childhood Development
ECDE:	Early Childhood Development and Education
ECE:	Early Childhood Education
NACOSTI:	National Council for Science, Technology, and Innovation
OECD:	Organisation for Economic Co-operation and Development
PTTC:	Primary Teachers Training College
SPSS:	Statistical Package for Social Sciences
UNICEF:	United Nations Children's Fund
The USA:	The United States of America

ABSTRACT

Transitions are imminent in the lives of young children as they grow and develop. Major transitions involving movement from one environment to another, including home to child care, preschool to elementary school settings which often hold particular significance for young children and their families. Teachers may lack experience navigating these situations leading to uncertainty and anxiety for both children and caregivers. Various attempts to improve on transitioning to lower primary school have resulted in different effects in transitioning from preschool to lower primary school. Despite all this, little or no special considerations have been put in place to ensure that preschool learners experience meet a smooth transitioning from preschool to lower primary. The efforts made have not always led to expected results in transitioning. Therefore this study endeavored to assess the preparedness of primary school teachers in transitioning preschool children to lower primary education in Kikuyu sub-county. The study aimed at finding out the level of preparedness of lower primary school teachers to transit preschool children to lower primary in Kikuyu Sub-County. The study adopted an exploratory approach using descriptive survey design. The study targeted 57 public primary schools and their preschool centers, a similar number of head teachers and Standard one teachers. Random sampling was used to sample 12 schools, head teachers 12 standard one teachers and 24 preschool teachers. The study made use of questionnaires and interview schedules to assess the preparedness of the primary level teachers in transitioning preschool children to lower primary school. The validity of the research instruments was determined by selecting two schools. Reliability of the tools was tested during piloting using the split-half reliability index and Cronbach's' coefficient alpha to check on the internal consistency of the questionnaires before the actual data collection commenced. The researcher sought permission to carry out the research from Ministry of Education Science and Technology through the sub-county education officer Kikuyu Sub County after presenting a research permit from the National Council for Science, Technology and Innovation and an introductory letter from Kenyatta University. Confidentiality, Anonymity and informant's consent were strictly adhered to by not asking queries that would reveal their identity. The collected data was organized for analysis using Statistical Packages for Social Sciences software. Pearson Product Moment correlation coefficient (r) was used to analyze data and qualitative data analysis using thematic approaches. Data was presented using frequencies, percentages, charts and tables to support discussion made. It can be concluded that teachers in Kiambu sub-county according to this study were not prepared adequately to help preschool children to transit smoothly to lower primary. Although teachers had not been trained on how to enhance smooth transitioning of preschool children to lower primary, there were some efforts being put in place in facilitating transitioning. Efforts to try and help preschool children to smoothly transit to lower primary is also evident from some of the suggestions that studied teachers gave. Some of these suggestions were that preschool centres to be established either in the same compound as primary schools or let them be as close as possible, that teachers and parents to encourage preschool children to interact freely with other children.

CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.0. Introduction

This chapter presents the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, and assumptions of the study, limitations of the study, delimitations of the study, significance of the study, theoretical framework, conceptual framework and operational definition of central terms.

1.1. Background of the study

Transitions are imminent in the lives of young children as they grow and develop. Major transitioning involving movement from one environment to another, including home, child care, preschool to elementary school settings, often hold particular significance for young children and their families. Since they may lack experience navigating these situations, preschool can lead to uncertainty and anxiety including caregivers (McIntyre, Eckert, Fiese, DiGennaro and Wildenger, 2007).

Various changes are involved in transitioning, such as qualitative changes in physical settings, schedules, activities, caregivers and behavioral expectations (Pianta and Kraft-Sayre, 2003). Given the nature of the changes involved, transitioning classically generates some degree of stress. In light of the developmental flux of early childhood, transitioning during this period can be viewed as continuous rather than static processes requiring adjustment for children and caregivers (Wolery, 1999). According to Eckert, McIntyre, DiGennaro, Arbolino, Perry and Begeny (2008), transitioning to

lower primary school is of paramount importance and is considered a significant developmental milestone for both children and families.

The transitioning to lower primary school can be conceptualized as an on-going process that begins several months before a child leaves a preschool programme and continues throughout the child's period of adjustment to a new lower primary education (Atwater, Orth-Lopes, Elliott, Carta, and Schwartz, 1994). According to Zigler and Finn-Stevenson (2007), children have different and diverse experiences across preschool settings. Some of them attend structured, center-based, day care centers, half-day as well full-day preschool programmes.

Transitioning from one education level to another increases vulnerability, uncertainty among children as a result of exposure to new and more challenging educational demands which can lead to a lot of stress especially when they are beyond their cognitive capacities (Myers, 1991). Measures to ensure smooth transitioning from preschool to primary school, therefore, should involve strategies that serve to bridge the gap between preschool and primary education to eliminate such tensions which negatively affect children's learning (Nyamwaya and Mwaura, 1996). Teacher preparedness, regarding their ability to provide adequate psychological nurturing that will help children to effectively adapt to the school's environment through the provision of emotional and psycho-social support as well as the use of appropriate instruction techniques (Glick and Sahn, 2010). To achieve this, teachers are required to provide learner-friendly school physical environment, offer them quality services to learners, possess characteristics that will enhance their professional capacity, use learning and teaching aids by learners' cognitive abilities and provide an ideal socio-emotional climate that will enhance learners' behavior.

The most important component of school readiness for preschool learners is teachers' preparedness to effectively facilitate smooth transitioning from preschool to primary school teachers (Piper, 2010). According to Moon (2007), teaching approaches used in the lower primary should be relatively child-centred and friendly just like the case into pre-school to ensure their smooth transitioning.

Teacher education and training is an essential exercise through which teachers are prepared and produced in readiness for curriculum implementation (Lucas, 1972). Kafu (2003) adds that teacher education aims at equipping teachers with necessary skills to effectively manage to teach the learners and to prepare them for transitioning from one educational level to the next. Loughran (2006) examined teacher education as including both the pre-service and in-service teacher development which aims at developing teachers' knowledge and skills to competently apply them in practice to the benefit of learners.

Other factors have been conducted to ascertain the situation of transitioning into lower primary schools. According to a study done in the United States of America by Corey and Deborah (2013), use of appropriate instructional strategies and interventions in early elementary school by teachers is instrumental in ensuring smooth transitioning of children from pre-school to elementary school and that teacher training was found to be critical to this end. In Norway, Haug (2012) established that smooth transitioning was enhanced by pre-schools, lower primary schools and schools offering different content and instruction strategies that were sensitive to the diverse educational needs of children at these levels. The methods used by teachers were child-centred and emphasized more activities during instruction as well as during daily school routines.

Further, World Bank (2008), preschool and primary school teachers should use instruction approaches that are child-centred and provide interactive play environment for children. However, in Africa, the instructional strategies were used in significantly different from those utilized in primary school which negatively affected learner's transitioning from preschool to primary education. This raised questions on teachers' levels of preparedness regarding teaching strategies to transition learners from preschool to the lower primary. This has resulted in initiatives being made to ensure that children can transition smoothly to primary education.

A workshop on Early Childhood Development in Action "Implementation of Quality Care, Development, and Education for Young Children held in Cape Town by World Bank," called for development and use of instructional approaches that are aimed at improving smooth transitioning (World Bank, 2011). A case in point is Zimbabwe which has two years of preschool A, and B is aimed at providing intellectual stimulation, interaction opportunities and activities that provide a learning environment that gives children opportunities to explore and develop to their full potential as they move from one educational level to another (World Bank 2008). Despite all this, the greatest challenge remains to ensure that teachers are trained on handling the transitioning of learners from preschool to lower primary school.

Smooth transitioning from early childhood education, requires measures to be put in place in preparation to receive a child (Akhter *et al.*, 2012). A multi-country study by OECD (2001) examined a wide range of early childhood educational policies and programmes and revealed that to ensure smooth transitioning educational policies in most countries should put more emphasis on teacher training. The study by Akhter *et al.*, (2012), also highlighted the need for educational policy makers and implementers

to be aware and appreciate experiences which children go through in early learning years. This is supposed to guide them in effective decision-making in seeking to improve the current practice regarding preschool and transitional programme.

In Kenya, transitioning from preschool to lower primary is faced with numerous challenges. Ngware (2004), identified the fact that lower primary teachers rarely use child-centred play-based teaching which brought about a major disconnect between preschool and primary education. This makes it difficult for children to adjust to primary school learning and was a leading source of anxiety among children that reduces their levels of confidence and lowers self-belief in their academic capabilities which hinder smooth transitioning from preschool to lower primary.

Evans (1997) discusses formality of the teaching and approaches being the source of differences between preschools and primary schools. He observes that whereas teaching strategies in preschools have some element of informality that allow children to have plenty of playtimes, storytelling, and songs, upon joining Standard 1, children are introduced to intensely written work and minimal play time. Teachers also put a lot of pressure on the shoulders of learners. The significant changes that children go through during this transitioning create fear and disorient them. This gap may be better illustrated by looking at teachers' levels of preparedness to assist the transitioning of children from preschool to primary schools by looking at the condition of the process and methods used by teachers in preschools and primary schools. In relation to the availability of teacher training influence of available instructional strategies as pupil management strategies used by lower primary teachers to improve smooth transitioning of preschool learners to lower primary in Kikuyu Kiambu County, Kenya.

1.2. Statement of the Problem

Educators and the general public have time and again expressed concern over the preparedness of primary school teachers in transitioning preschool children to lower primary school. The most outstanding factor has to do with the management strategies for lower primary school children. For instance (Clarke & Sharpe, 2003) noted that to improve preschool transitioning, teachers have to be well prepared to ensure complete and effective transitioning of these children from preschool to lower primary school.

Children joining lower primary school have been found to be very stressed due to lack of continuity as they moved from preschool to primary school. Most children have been reported to dislike the primary school routine due to the many restrictions placed on them by teachers and use of teaching approaches which makes lower primary school unpleasant (Griebel & Niesel, 2002; Peters, 2000; Clarke & Sharpe, 2003). Children therefore associated school with a lot of work and homework and preferred pre-schools where they were allowed to move around in classrooms and the school rather than being restricted to their desks. They find sudden change in the learning environment in primary school from what they had in preschool unsettling as they now had less freedom of choice. The primary school environment also made them feel insecure, unsettled and nervous and thus they developed dislike about going to school. As a result, children often get mixed up due to poor transitioning which is a major cause of poor performance, repetition in classes, truancy, delinquency and unexploited abilities and talents. This makes the role of the teacher very crucial in assisting smooth transitioning from preschool to primary education.

Various attempts to improve on preschool to lower primary school transitioning have resulted in various effects. Preschools being special schools have caused teachers to

design unique approaches and strategies to achieve the desired effective transition. Despite all this, no special considerations have been put in place to ensure that preschool learners meet all-round transitioning from preschool to lower primary. The efforts made have not always led to expected results in transitioning. Therefore this study sought to assess the preparedness of primary school teachers in transitioning preschool children to lower primary education in Kikuyu, Kiambu County.

1.3. Purpose of the Study

The purpose of this study was to find out the level of preparedness of primary school teachers in transitioning preschool children to lower primary in Kikuyu Kiambu County. This was done through establishing the availability of teacher training on smooth transitioning, the influence of available instructional strategies used to enhance smooth transitioning as well as developing pupil management strategies used by lower primary teachers to improve smooth transitioning of preschool learners to lower primary.

1.4. Objectives of the Study

The following specific objectives guided the study:

- i. To find out the relationship between of teacher training and smooth transitioning of preschool learners to lower primary.
- ii. To find out the relationship between instructional strategies used by lower primary teachers and smooth transitioning of preschool learners to lower primary.

- iii. To establish the relationship between pupil management strategies used by lower primary teachers and smooth transitioning of preschool learners to lower primary.

1.5. Research Questions

The following research questions guided the study:

- i. What is the availability of teacher training on smooth transitioning of preschool learners to lower primary?
- ii. In what way do the instructional strategies used by lower primary teachers enhance smooth transitioning of preschool learners to lower primary?
- iii. What are the available pupil management strategies used by lower primary teachers to enhance smooth transitioning of preschool learners to lower primary?

1.6. Significance of the Study

The results of this study may be of importance since they may provide possible solutions on how to improve transitioning of preschool learners to lower primary school. Through the findings of the research, the school management, and the government may use the researcher's findings and recommendations to the achievement vision 2030 and the development goals that aim to produce a well-transformed learner.

Despite the possible limitations of this study, useful information may be attained to contribute to the improvement of learner performance in lower primary education at sub-county, county, and the country level. The findings of this study may be added to

the literature as they will suggest the best and possible ways of effectively transforming preschool learners to lower primary school. From the findings of this study, it may be advanced that the teacher preparedness in transitioning preschool learners to lower primary school not only produces learner suiting the lower primary environment but also produces learner with all round capability to fit into the primary school learning environment hence excelling in education.

To the government, the study findings may be a starting point towards a wider change in the Kenyan education system in which preschool curricular development and practice will take up a vital role in the preschool learner's academic transitioning. Scholars and academicians may also find this study's finding valuable as they may use them as a basis for further research in the field of early childhood education.

1.7. Limitations and Delimitations of the Study

1.7.1 Limitations of the Study

The fact that the current study was confined to preschools drawn from Kikuyu sub-county made it a limitation as the findings obtained may only be generalized to other areas which have same characteristics as the population under investigation. It may not be possible to make accurate guesses in knowledge when one takes these findings to make conclusions about the same issue in other areas that do not share in similarities with Kikuyu sub-county.

1.7.2 Delimitations of the Study

The study covered only one Sub-County (Kikuyu) in Kiambu County. This was constrained to only three variable that included the availability of teacher training on smooth transitioning, instructional strategies used to enhance smooth transitioning as

well as pupil management strategies used by lower primary teachers to improve smooth transitioning of preschool learners to lower primary. Even though there could be other variables that may impact on smooth transitioning of preschool learners to lower primary, they were not covered under this study.

1.8. Assumptions of the study

This study assumed that all the respondents were reasonably co-operative and provided reliable responses as stipulated in the items in the questionnaire and that they had undergone to some extent training on smooth transitioning of learners to lower primary. This was assumed that it took place during college training as well as during in-service training. Also, it was also assumed that there were pre-service and in-service training programmes aimed at enhancing teachers' awareness of strategies used to improve smooth transitioning of preschool learners to lower primary. Furthermore, all respondents were assumed to be knowledgeable about instructional and pupil management strategies used to enhance smooth transitioning of pre-school learners to lower primary and hence gave valid responses to items provided in the questionnaires and interview schedules.

1.9. Theoretical Framework

This study adopted the psychosocial development theory by Erikson (1963). The theory states that personality develops in a predetermined order where each stage builds upon the previous stage. The theory is anchored on eight distinct stages of human development which are: Trust versus mistrust (age 0-2years), autonomy versus shame (age 2-3years), initiative versus guilt (age 3-5years), industry versus inferiority (age 5-12yrs), ego identity versus role confusion (age 12-18years), intimacy versus isolation (age 18-40yrs), generatively versus stagnation (age 40-65years) and ego

versus despair (age 65+ years). The assumption in this theory is that individuals go through psychological crises during each stage of human development which brings about a conflict as a result of psychological needs experienced (psycho) and the needs of society (social). The theory postulates that successful completion of each stage paves ways for a healthy and well-adjusted person who has acquired basic virtues vital in overcoming subsequent crises during growth. The theory argues that failure to complete one development stage may result in a reduced ability to complete successive stages and may result to unhealthy personality and sense of self.

In this study, the theory sought to explain how children socialize at each stage of development and how this affects their sense of self. This theory was relevant to the study as it was assumed that learners had varied needs at different stages stipulated above. Learners pass through various stages that require varied need requirements which should be taken into account. Most ECE learners enter preschool classes at the age of 3-5 years whereby play is central to learners. Teachers should facilitate learners to develop towards being self-initiative and planners of various activities. As learners transit to lower primary, they are supposed to be encouraged and reinforced in their imitiveness so that they work towards the fulfillment of their goals in both societal and individual satisfaction.

1.10 Conceptual Framework

The study conceptualizes the relationship between the independent and dependent variables. This relationship is diagrammatically presented in Figure 1.1 below.

Teachers' preparedness

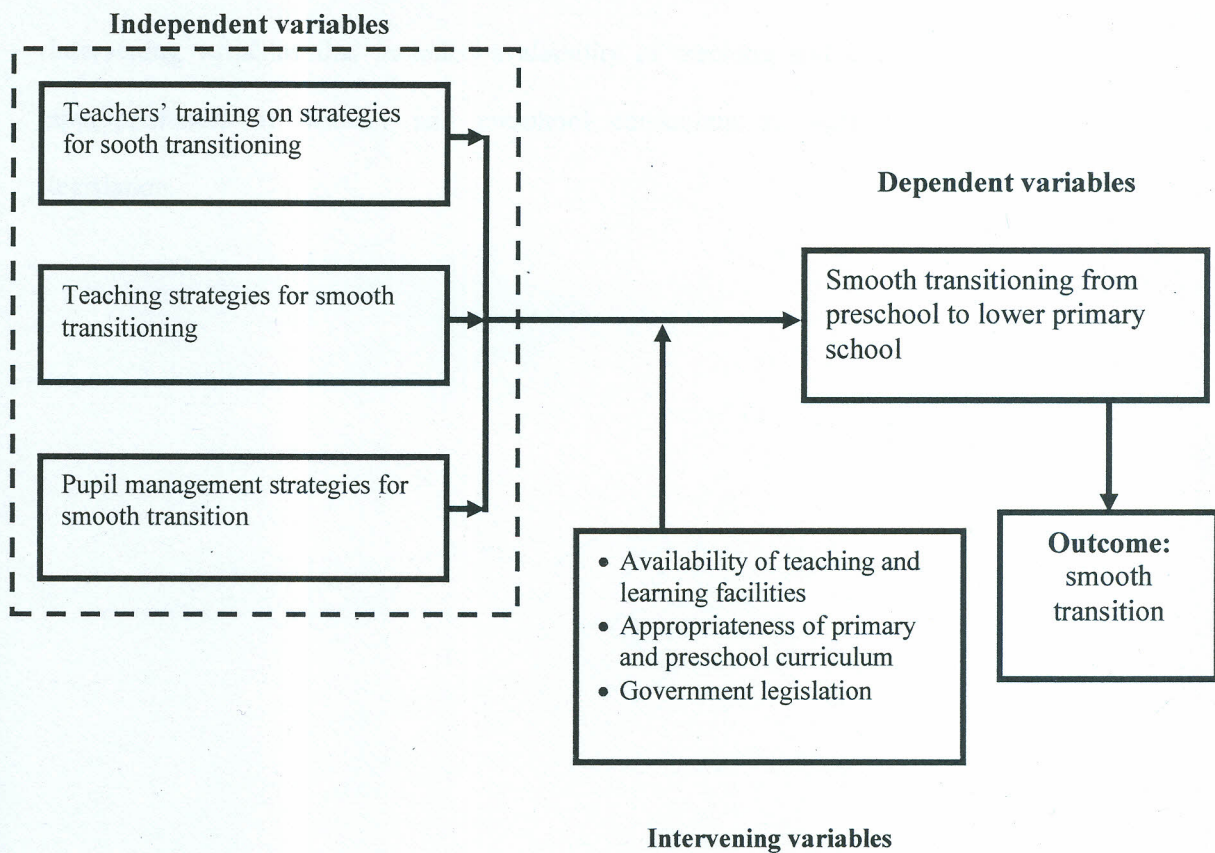


Figure 1.1: Conceptual framework

Source: Author, 2015

From Figure 1.1, it is perceived that for better transitioning of preschool learners from preschool to lower primary, teachers need to be adequately prepared to assist these them to successfully adjust to primary school. The conceptual framework presents the interaction of independent and dependent variables as well as other factors that could affect how these two inter-relate with each other herein referred to as intervening variables. The study examined teachers' training on the strategies used to ensure

smooth transitioning of learners from preschool to lower primary. Specifically there were instruction as well as pupil management strategies used to enhance smooth transitioning if implemented could determine children's transitioning from preschool to lower primary were also investigated. This was however dependent on the intervening variables that included availability of teaching and learning facilities, appropriateness of primary and preschool curriculum as well as government legislation.

1.11 Operational Definition of central Terms

- Awareness:** A state of having knowledge or perception of transition.
- Instructional strategies:** These are techniques that teachers use to enhance smooth transition and to help students become independent learners.
- Lower primary school:** A school for early childhood learners the first three grades or classes that are classes 1 to 3.
- Preschool:** This is the period of learning before joining a primary school which harbors children and below the age of 4-6 years. It is the period before class one.
- Transitioning:** It is the process or a period of changing stages of schooling from preschool to lower primary.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter explores various studies on transitioning of preschool children to lower primary classes. Specific reference was made to review literature based on the stated study objectives. The topical subsections included establishing the availability of teacher training on smooth transitioning of preschool children to lower primary, instructional strategies used to enhance smooth transitioning as well as establishing pupil management strategies used by lower primary teachers to enhance smooth transitioning of preschool children to lower primary.

2.1 Teachers' Educational/In-service Training on Transitioning of Preschool

Children

Teachers play a very important role in ensuring a smooth transition of children from preschool to lower primary school. To effectively facilitate this, teachers need some level of awareness on various strategies they can use to enhance it. According to Lombardi (2009), research on transitioning process strongly emphasizes that early childhood programmes are most effective if they are geared towards providing a link between early child development and primary schooling.

It has been observed that transitioning is best achieved when teachers are well prepared to take preschool children to the next level. According to Rodriguez (2010), teacher training in Spain was aimed at equipping teachers with teaching approaches that could be applied to children of all ages, so that teachers could be able to teach

children at levels of primary education. Little attention was given to the uniqueness of children in different levels especially those transitioning from preschool. Training on how to ensure smooth transitions, particularly for those teaching in lower classes was found to be critical in the identification and resolution of challenges faced when transitioning from pre-school to primary school thus, helping to make a positive start to school for all children. This study was carried out across different countries and examined diverse education systems and therefore provided general findings on teachers' preparedness to enhance smooth transition. The current study focused on a region of Kenya and therefore yields more specific information. The study reviewed teacher training programmes about pupils' transitions across all ages in primary schools.

Similar studies have been done globally to investigate teacher training on transitioning of preschool children to school. The study found out that teacher training programmes took a broader approach in which all teachers, including those working in primary school with children aged 6–16), preschool (with children aged 1–6) and after-school programmes, followed a common core of courses and then specialise in a particular subject area (Perry, Dockett, and Tracey, 2008). Joint in-service training was also provided to enable staff members to learn from one another and reflect on their practice. The same study also established that management of children transitioning was inadequate, an indication that teachers were not adequately equipped to help children cope with new learning environments (Perry, Dockett, and Tracey, 2008). This study focused more on teacher training programmes and therefore, it did not establish the actual practice of teachers in schools. The current study was carried out in schools and specifically aimed at assessing teachers' preparedness during the actual learning and or teaching.

It is this evidences that the role that teachers play in transitioning cannot be overlooked hence the need for teacher training on smooth transitioning. Most importantly, they serve in making strong connection between pre-school and lower primary school (Neuman, 2000). They aid in the smooth transitioning process from preschool into lower primary thus pre-schoolers feel at ease joining the lower primary school. When children move from preschool to lower primary, the values of home and school often differ causing emotional difficulties for these children which affect transitioning process (Brooker, 2012).

Teacher preparedness for transitioning preschool children into lower primary not only involves educational transitioning but also caring relationship that will promote self-worth and support of self-esteem, self-efficacy, autonomy and optimism which are critical in self-reliance in the early years of school (Kidder, 2009). Research by Larsen (2010) emphasized the importance of teachers ensuring strong connections between learners' cultures and traditions and early education and use them to enhance smooth transitioning into school. Teachers have the responsibility of bridging the gap between culture and school that greatly affect transitioning process from preschool to lower primary.

Locally, some studies have been carried out to ascertain the situation regarding teacher training on smooth transitioning. Njoroge (2011) for instance revealed that in Kenya, no special training programme has been developed to prepare and equip the primary school and preschool teachers on teaching methods and methodologies that are critical in ensuring smooth transitioning from pre-school to lower primary education. Further, Njoroge (2011), indicates that teachers also lacked useful professional skills because of lack of pre-service training. This study focused on

teacher education programmes in teacher training colleges and did not examine teachers' actual practice in ensuring smooth transitioning of preschool children to lower primary schools. The study also relied more on the views of teacher trainers while the current study specifically focused on teachers themselves.

There have been very little if none efforts to equip teachers with the necessary skills and knowledge on smooth transitioning of preschool children to lower primary. In a study by Kang'ali (2007), it was found that primary teacher education and Early Child Care Education certification courses did not provide sufficient practicum to empower teachers to cope with classroom related challenges like assisting learners during transitioning from preschool to lower primary classes. The courses focused more on imparting theoretical knowledge and as a result teachers lacked soft skills required to assist pupils cope with new learning environment and educational demands.

In-service teacher training was found to contribute very little towards ensuring teachers are equipped with knowledge on smooth transitioning of preschool learners to lower primary classes. A survey by Mwaura (2005) noted that no in-service training was being provided in preschools to equip teachers with skills to enhance transitioning and minimize student discipline and dropout rates. Teachers were found to lack confidence and commitment and were using poor teaching methods in lower primary classes that negatively affected learners' ability to deal with new and more challenging learning environments (Mwaura, 2005). The above survey targeted pre-school teachers only and did not capture the views of teachers who receive pre-school children in lower primary schools. The current study targeted both preschool and lower primary school teachers hence gave a substantive situation on teachers' training

and how it enhanced knowledge on smooth transitioning of children from preschool to the lower primary.

Furthermore, it was established through research that teacher training colleges were not including transitioning of learners from preschool to lower primary as part of the curriculum requirements. A study by Ochieng (2011), in primary teachers training colleges (PTTCs) found that teacher trainees were only being trained in all the seven subjects covered in the primary school curriculum. The challenge according to the study was how the trainees could cover a wide content of the curriculum in addition to acquiring the pedagogical skills such as smooth transitioning that is required for quality instruction. The study focused more on the primary teacher training programme in Kenya and gave a speculative possible outcome regarding teacher preparedness on facilitating smooth transitioning of preschool children to lower primary schools. The current study assessed teachers' preparedness based on their actual experiences when teaching in public primary schools and how it influenced their ability to assist children when transitioning from preschool to lower primary classes.

2.2 Strategies for Enhancing Smooth Transitioning

There are two types of strategies that were under investigation by the study. These included the instructional strategies as well as pupil management strategies both geared towards facilitating smooth transitioning of preschool children to lower primary classes.

2.2.1 Instructional Strategies Used to Enhance Smooth Transition

Strategies used by teachers might ensure a smooth transition of preschool children to lower primary classes. During instruction, there are various approaches and ways that can be employed by teachers to help these children love schooling as well as help them to settle down. Studies done in Denmark by Brostrom (2012), highlighted the need for teachers in primary schools to have a close working relationship with preschool teachers especially in developing curriculum continuity to meet the learners' needs. Further Brostrom (2012) observed that through special meetings between preschool and primary school teachers, teachers can gain more insight into the interests of individual children and therefore jointly plan transitioning activities accordingly. During such meetings, preschool teachers can provide photographs, drawings and favourite stories which can be taken up by primary school teachers. This study was conducted in Denmark, a country which has a unique educational system in addition to having different socio-economic status. It was necessary to carry out a similar study in Kenya so as to compare and contrast the findings from these two diverse locations.

Research studies further highlight various instructional strategies that can be employed in enhancing smooth transitioning of preschool learners to lower primary. According to a multicultural study carried out by UNICEF (2010), the impact of transitioning was successful with effective use of various teaching approaches. The study was done in various countries across the globe that included Bangladesh, Congo, Ethiopia, Tajikistan and Yemen. Teachers in the study were prepared effectively to handle transitioning from preschool to primary school. The training equipped them to impart academic skills such as colour naming, pattern recognition,

numeral identification, counting, applied addition and subtraction, letter identification and reading, perceptual motor skills such as attention, mastery motivation and the ability to follow directions.

According to the findings by UNICEF (2010), children in this programme were found to have improved significantly compared to those that had not been in the programme. Of significance is that they acquired more cognitive skills, were more confident and ready for primary school (UNICEF, 2010). The study examined teachers under a special controlled programme with special provisions while the current study was carried out in a normal school setting. This study was also carried out across different countries with different educational conditions and as a result the findings were extensively generalised in order to draw conclusions. The current study focused on one country to fill this gap.

Language as an instructional tool has a role to play in ensuring a smooth transition from preschool to lower primary. A study by Thomas and Collier (2012) revealed that linguistic continuity for children in instruction plays a major role enhancing transitioning from pre-school to primary school. The study noted that children who learn in their mother tongue in pre-school and lower primary were found to record better test scores and had relatively higher academic self-concept and self-efficacy which results to smooth transitioning as compared to those who received instruction exclusively in the official language in lower primary (Thomas and Collier, 2012). Classroom observations across 12 countries in Africa, found that the use of unfamiliar languages forced primary teachers to use ineffective and teacher-centered methods which undermine children's learning thus making transitioning from one class to

another more challenging (Alidou, Boly, Brock-Utne, Diallo, Heugh and Wolff, 2005).

Studies carried out in Africa gave similar findings. In Malawi where, a study by Lewin (2007) observed children in Grades 1 to 4 who were taught in three or two languages namely: Chichewa (Malawi's national language), English (the language of instructional). It was established that those learners who shared the same mother tongue with their teachers performed significantly better in primary school in transitioning from one grade to another. These studies relied more on classroom observation as data collection method which meant that there was a likelihood of teachers and learners acting differently influenced by the presence of the researcher. This could have led to reduced objectivity of the findings. Use of questionnaires in the current study sought to reduce such effects hence ensuring accuracy of data collected.

2.2.2 Strategies Used by Teachers to Manage Pupils' Smooth Transition

The manner in which individual pupils are handled and or managed greatly affects the rate at which they are going to settle down in their new classes. Friendly teachers for example may make pupils to like them and by extension like the class. Bromstrom (2012) highlights the importance of making the transitioning process friendly as this provides emotional well-being and confidence for children to approach new challenges. Brostrom (2010); Dahlberg & Taguchi (2007); Neuman (2000) in their studies emphasised the importance of teachers making strong connections between the preschool and primary school to aid children smooth transitioning into school.

There are many pupil management strategies for ensuring children's smooth transitioning from preschool to lower primary are many. Abadzi (2006) noted that use of strategies that include smaller classes, clear and consistent classroom instructional

strategies such as intensive and interactive practice as a way of improving language knowledge was critical in enhancing transition. Use of mother tongue to teach reading and basic concepts, providing enough books and involving of other people including older students is also crucial in enhancing smooth transition (Abadzi, 2006).

The relationship that lower primary schools have on smooth transitioning cannot go unmentioned. Research by OECD (2001) revealed that providing strong links between preschool and early primary school education goes a long way in enhancing children's transition. It was revealed that in some cases, closer linkages between early childhood programmes and schools can build on the strengths of both pedagogical approaches. This can be achieved through ensuring that teachers in primary schools provide more child-centered and early childhood programmes that focus more on fostering the skills children need to succeed in primary school (OECD, 2001). The above research relied on document review to obtain data which included education report were from government agencies and stakeholder organizations in education were reviewed and analyzed. This might have paved way for biases as some reports may have been compile to fulfill certain objectives and may not have been necessarily very accurate. Collecting data from primary sources by the researcher helped to address this gap.

Literature on the transitioning process strongly emphasises that early childhood programmes are most effective if they are geared towards providing a link between early child development and primary schooling (Lombardi, 2009). A study by Brooker (2012) which outlined how children move from being 'a child in the family' to 'a pupil in the school' and how the values of home and school often differ found that differences in preschool and primary education caused emotional difficulties for children which effected transitioning from preschool to primary education. The

discussed studies relied on document review to collect data hence some of the information was inapplicable to the current study, unavailable or out of date and also biased because of selective survival of information. Some information was also incomplete and inaccurate. The use of primary sources of data by this study helped in addressing this gap in knowledge.

Caring relationship with teachers can promote a sense of self-worth and support the development of self-esteem, self-efficacy, autonomy and optimism (Kidder, 2009). All these are critical features of resilience during early years in school. The study recommended that teachers should show more concern in children's welfare while in school and should provide positive feedback to the children. This study was carried out in USA; a country with unique socio-economic status thus the need for this study to provide the Kenyan perspective on ways through which pupils are able to smoothly transitioning from pre-school to lower primary school.

The home and cultural support can ensure a smooth transition of learners from preschool to lower primary schools. Research by Fabian (2008) noted that in order to help preschool children to make sense of school with its institutional ways, new vocabulary and strange culture, teachers provided the required support and the opportunity for the children to talk through what school means to them. Parents and teachers worked together to achieve this by collaborating to provide children with positive experiences as they are initiated into school and building good memories of this particular 'rite of passage' so that they are indeed set up for later (Kessler 1999). Research by Larsen (2010) emphasised the importance of teachers ensuring strong connections between learners' cultures and traditions and early education using them to enhance smooth transitioning into primary school. The study established that the

greater the gap between the culture of the school and the culture of the early years' nursery setting or home, the greater the challenge to the child and the greater the risk of not being able to comply with understanding to the requests of the teacher. In this study, data was obtained using only questionnaires which were standardised so that it might not be possible to explain any points in the questions that the participants could misinterpret. The current study, in addition used interviews which were supplement questionnaire data because sometimes questionnaire limit more information from respondents.

Strategies that emphasise links and continuity may be very effective in enhancing smooth transitioning from preschool to lower primary school. A study in Scotland by Dunlop (2012) identified strategies that supported children in their transition. These included teachers and none-teaching staff working together to plan for children from a nursery to visit their new school and the primary children return to visit the nursery. This was aimed at building on the psychomotor skills acquired in nursery and to sustain this in primary school through making opportunities for children to start school confidently and with teachers who have already had the chance to get to know each child. This study primarily relied on secondary data which limited the chances of obtaining the most current information. When using secondary data, the researcher might have had less control over how the data was collected. The current study involved the researcher going to the field to collect primary data thus helping to address the mentioned methodological gap.

2.3 Summary of Literature Review

This chapter has discussed literature reviewed for this study. It was established that teacher training plays a very important role in ensuring smooth transitioning of

children from preschools to lower primary. Through training, teachers are equipped with the necessary skills, knowledge and attitudes that are key in facilitating transitioning. However, literature reviewed indicated that teacher training in Kenya has not allocated time for smooth transitioning lessons to teachers. In addition, pre-service and in-service trainings did not put transition into consideration an emphasis on facilitating smooth transitioning of preschool learners to lower primary. Instructional strategies that can enhance smooth transitioning include special meetings between preschool and primary school teachers and use of familiar language of instruction such as or the language of catchment area. Furthermore, teachers use various strategies to manage pupils such as being friendly to them, making classes to be smaller, being clear and consistent in use of classroom instructional strategies such as intensive and interactive practice as a way of improving language knowledge.

The current study focused on a region in Kenya and therefore yielded more specific information than the reviewed studies which were done in other localities. Much of what was reviewed focussed on other aspects such as pupils' transitions across all ages in primary schools. There was need to focus specifically on transition in relation to preschool learners which wasn't covered. Methodological gaps were also evident from the reviewed studies whereby most of them used secondary data. Others relied more on classroom observations that has its own biases such as pretence and stage-management of lessons. There was need for a primary source of data to address this methodological gap hence the current study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter discusses the research design adopted by the study, the locale of the study, the target population, sampling techniques, research instruments, piloting, validity, reliability, data collection analysis techniques as well as logistical and ethical considerations.

3.1 Research Design

The study adopted an exploratory approach using descriptive survey design to investigate the preparedness of primary school teachers to transit preschool children to lower primary in kikuyu Sub-County, Kiambu County. According to Borg and Gall (1998), descriptive survey research produces statistical information about aspects of education that interests policy makers and educators. Descriptive survey was the most appropriate for this study as it helped in collecting information on the state of affairs in the schools without manipulating any variables to find out the preparedness of primary school teachers to transit preschool children to lower primary.

3.2 Research variables

The study had three sets of variables. These were the independent, dependent and intervening variables.

Table 3.1 Study Variables

Level of variable	Variable
Independent variables	<ul style="list-style-type: none">✓ Teachers' training on strategies for smooth transitioning.✓ Teachers' instructional strategies for smooth transitioning.✓ Teachers' pupil management strategies for smooth transition.
Dependent variable	<ul style="list-style-type: none">✓ Smooth transitioning from preschool to lower primary school
Intervening variables	<ul style="list-style-type: none">✓ Availability of teaching and learning facilities✓ Appropriateness of primary and preschool curriculum✓ Government legislation

3.2.1 Independent Variables

The independent variables for the study were teachers' training on strategies for smooth transitioning, teachers' instruction strategies for smooth transitioning and teachers' pupil management strategies for smooth transition.

(i) Teachers' Training on Strategies for Smooth Transitioning

This involved finding out the extent to which teachers had been trained on awareness about facilitating smooth transitioning from preschool to lower primary school. It was measured using the developed items in the questionnaires that tested on adequacy, aspects of training, time when the training took place and how teachers' perceived the importance of being trained on smooth transitioning. All the responses were recorded and tallied for analysis.

(ii) Teachers' Instructional Strategies for Smooth Transitioning

These included finding out various ways and approaches that were put in place in ensuring that teachers facilitated smooth transitioning of preschool children to lower primary school. Respondents were given various options from which they were to

select the ones that they were employing. They were also measured by finding out when they used them as well as rating their effectiveness as teaching methods.

(iii) Teachers' Pupil Management Strategies for Smooth Transition.

Just as the instructional strategies, these include those pupil-specific ways or approaches that teachers had put in place in ensuring that they effectively handled and managed pupils in such a way that they helped them to settle in their new environments. They were measured by testing their effectiveness when used, the rate of use as well as teachers' feelings over their use.

3.2.2 Dependent Variable

The dependent variable for this study was smooth transitioning from preschool to lower primary school.

3.2.3 Intervening Variables

These include various factors that were thought to have an influence or an impact on the relationship between the independent and dependent variables. These were factors that when in place, they may have caused either a negative or a positive effect on the expected outcome that is smooth transitioning for this study. They included availability of teaching and learning facilities, appropriateness of primary and preschool curriculum and government legislation put in place. They were non-study variables.

3.3 Location of the Study

This study was carried out in Kikuyu, Kiambu County. The location was purposively selected for this study based on the high child dropout rates in Kikuyu Sub County.

According to the county education records (Kiambu county education report, 2012-2014). This is more especially in lower primary where it was established that more than 26% of the children attending pre-school and lower primary drop out of school each year.

3.4 Target Population

The study targeted all 57 pre-primary schools attached to primary schools and pre-primary schools in Kikuyu sub-county. Head teachers, standard one teachers and preschool teachers constituted the target population for this study.

3.5 Sampling Techniques and Sample Size

This sub-section describes various approaches that were used to arrive at the study respondents herein referred to as sample size. They are discussed as shown below.

3.5.1 Sampling Techniques

The sampling frame for this study consisted of a list of all pre-school teachers and head teachers of the selected primary schools in Kikuyu Sub County. Stratified random sampling was used to pick the sample sizes for the study. The advantage of this method is that there was an increase in a sample's statistical efficiency and enabled different research methods and procedures to be used in different strata (Cooper and Schindler, 2003). The sample from the target population was selected on the basis of suitability for the objective research that was a matter of convenience.

3.5.2 Sample Size

Statistical sampling relies on mere chance to determine who is selected in the sample and calls for random selection in the inclusion of the cases into the sample. According to Hayer (1997), it is a statistical determination of the appropriate sample size that

enables the researcher to generalize results to the population. In this study, the sampling technique which was used to obtain quantitative data was stratified sampling technique. The process aimed at having each sector represented.

First, the population was divided into the strata based on the level of management. Thereafter a simple random sampling was used to get a population sample from each stratum. The technique presented each individual in the population of study with an equal chance or probability to be selected (Cooper and Schindler, 2006). Mugenda and Mugenda (2003), considers a sample size of 10 - 30% as sufficient enough generalization of the results.

The researcher used random sampling to select 12 public primary schools and 12 preschool centres from the 57 public primary schools in Kikuyu Sub County to participate in the study. This was equivalent to 21% of the target population. Gay (1992) recommends 10% minimum sample size as appropriate for a study hence the choice for the stated percentage.

For this study, head teachers and standard 1 one teachers from sample schools were purposely selected since they automatically came from these schools. Simple random sampling was used to select 2 teachers per school from preschool classes to take part in the study. The entire study sample comprised of 48 respondents.

Table 3.2 Sample

Respondents	Target Population	Sample Size	Percentage
Preschool teachers	106	24	23%
Head teachers	57	12	21%
Standard 1 teachers	57	12	21%
TOTAL	220	48	22%

3.6 Research Instruments

Data collection instruments included questionnaires for preschool teachers as well as standard one teachers and interview schedules for head teachers. According to Orodho (2008), questionnaires are standardized, have the ability to collect a large amount of information in quick space and time and anonymity is possible with questionnaires. Interviews make it possible to obtain data required to meet the specific objectives of the study and that they can be standardized. It was for these reasons that the researcher decided to use questionnaires and interview schedules as data collection tools.

3.6.1 Teachers' Questionnaires

Questionnaires help the researcher in gathering information from a large sample in a diverse region and also uphold confidentiality (Tromp and Kombo, 2006). All the respondents' questionnaires comprised both closed ended and open ended questions. The use of questionnaire allowed large amount of information to be collected from a large population in a short period of time and in a relatively cost effective. According to Tromp and Kombo (2006), questionnaires can also be administered by the researcher or by any number of people with limited effect to its validity and reliability. The results of the questionnaires can usually be quickly and easily quantified by either a researcher or through the use of a software package. It also allows a more scientific analysis in relation to the study objectives than other forms of research

Teachers' questionnaires were used to collect data on teachers' training in enhancing smooth transitioning of preschool children to lower primary, to find out instructional strategies used by lower primary teachers as well as in establishing pupil management

strategies used by lower primary teachers to enhance smooth transitioning of preschool children to lower primary.

3.6.2 Head teachers' Interview Schedule

An interview schedule is more flexible set of predefined questions that the researcher uses to interrogate the respondents, allows rapport and conducive atmosphere where truthful information can be obtained (Tromp and Kombo, 2006).

Head teachers' interview schedules were used to analyse teachers' training on enhancing smooth transitioning of preschool children to lower primary. They were also used to find out instructional strategies used by lower primary teachers in addition to establishing pupil management strategies used by lower primary teachers to enhance smooth transitioning of preschool children to lower primary.

3.7 Piloting of the Research Instruments

Piloting of research instruments was done in two schools that were not included in the study. The piloting ensured that the research instruments did not have any possible misunderstanding. It was also used to identify possible problems respondents would encounter when filling the questionnaires. Through pilot study, validity and reliability of the research tools was ensured as discussed below.

3.7.1 Validity of Research Instruments

Content validity was used to establish whether the instruments content was measuring what it was supposed to measure. It was also to establish the accuracy of the instruments in obtaining anticipated data which could be used to meet the research objectives. The instruments were then revised to ensure that they were clear and that

they elicited the intended information from the respondents. The instruments were also scrutinized by research experts to determine if they addressed all possible areas that were expected. The supervisors reviewed the instruments for readability, clarity and comprehensiveness and together with the researcher came to some level of agreement as to which items were to be used for the final study.

3.7.2 Reliability of Research Instruments

To establish reliability of the instruments the researcher used the internal consistency index or homogeneity. This tests the extent to which items on the instruments are measuring the same thing (Fraenkel and Wallen, 2009). Split half technique was used to measure internal consistency and in determining the reliability of items. For research purposes, a useful rule of thumb is that reliability should be at least 0.70 and preferably higher (Fraenkel and Wallen, 2009). Orodho (2009) noted that if the individual items correlate highly with each other, confidence about the reliability of the whole scale is created. A co-efficient level of 0.7215 was accepted as reliable.

3.8 Data Collection Procedures

An introductory letter was obtained from Kenyatta University and permit sought from National Council for Science and Technology (NACOSTI). An introductory letter from Kiambu County Education Director was also sought. The researcher organized a pre-visit to establish rapport with the respondents. Consent of participation was sought before administering questionnaires. Questionnaire administration was done by the researcher herself during the process of data collection. The respondents were given ample time to fill in the questionnaires after which data analysis commenced.

3.9 Data Analysis

Data analysis procedures include the process of packing the collected information, putting it in order and structuring its main components in a way that the findings can be easily and effectively communicated (Kombo and Tromp, 2011). Qualitative data analysis involved explanations of information obtained while quantitative analysis involved use of numeric measures to the scores of various responses on teacher preparedness in transforming pre-school children to lower primary in Kikuyu sub county, Kenya. This entailed generation of descriptive statistics after data collection, and formation of data sets, estimation of population parameters from the statistics, and making of inferences based on the statistical findings. Qualitative research, on the other hand was concerned with aspects of the study that relate to or involve quality. This entailed generation of descriptive statistics after data collection and formation of data sets, estimation of population parameters from the statistics and making of inferences based on the statistical findings.

Regression analysis was carried out to determine the relationship among variables (Kothari, 2003). The study adopted the formula:

$y_i = \beta_1 x_{i1} + \beta_2 x_{i2} + \dots + \beta_p x_{ip} + \epsilon_i$, where x_{ij} is the i^{th} observation on the j^{th} independent variable and where the first independent variable takes the value 1 for all i (and β_1 is the regression intercept). The output of the analysis was presented in tables and charts, and interpretations made based on the research objectives.

3.10 Logical and Ethical Consideration

To ensure confidentiality and reduce research bias, all questionnaires was coded and then a separate list to be created linking survey numbers to their admission numbers.

The list was kept separate from survey data. No identifying information about the respondents was given on the questionnaires.

To ensure that the respondents were protected, the researcher informed them that this research study was for educational purposes only. Their involvement in this research was completely voluntary. Due to that, all respondents were allowed to withdraw from the study at any time which could not warrant any form of penalty. During data collection processes, there was no single case of respondents withdrawing from this study.

As already explained, all the respondents were informed about the purpose of the study. They were also informed about the research being for educational purposes only. The researcher also let the respondents aware that none of their individual details could be included in the final research project. All the information that was to be and obtained after the research from teachers was to be kept confidential. Data was also coded in order to keep private identity of the respondents plus their names.

CHAPTER FOUR

PRESENTATION OF FINDINGS, PRESENTATIONS AND DISCUSSION

4.0 Introduction

This chapter presents results of data collected, and discussions of the study findings on the preparedness of primary school teachers in transitioning preschool children to lower primary school in Kikuyu Sub County, Kenya. Data was collected from school head-teachers, preschool teachers and standard one teachers from 12 randomly selected public primary schools/preschool centres as already discussed in chapter three. A total of 48 usable responses were obtained. *Table 4.1* describes the response rate.

The data collected was analysed, presented and discussed in line with the following specific objectives:

- i. To find out the relationship between of teacher training and smooth transitioning of preschool learners to lower primary.
- ii. To find out the relationship between instructional strategies used by lower primary teachers and smooth transitioning of preschool learners to lower primary.
- iii. To establish the relationship between pupil management strategies used by lower primary teachers and smooth transitioning of preschool learners to lower primary.

4.1 Response rate

The table below shows the results for the return rate of the study.

Table 4.1 Response Rate

Respondents	No. of questionnaire administered	No. of questionnaire returned	Percent (%)
Preschool Teachers	24	24	100%
Head Teachers	12	12	100%
Std 1 Teachers	12	12	100%
TOTAL	48	48	100%

The result of the *table 4.1* indicates the response rate of the total respondents. One hundred and thirty two respondents participated in data collection. This meant that the turn-out rate was 48 making 100% questionnaire returns. This clearly indicated that the response was credible enough to enable the researcher analyse the study findings.

4.2 Demographic characteristics of respondents

In order to understand better the research respondents, their demographics were established. These included their gender, teaching experience and age.

4.2.1 Gender distribution of teachers

This study sought to sample school head teachers, standard one teachers and preschool teachers in 12 randomly selected schools in Kikuyu sub county, Kenya.

Table 4.2 Gender Distribution of Teachers

Gender	Preschool		Standard one	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Male	3	12	1	8
Female	21	88	11	92
Total	24	100	12	100

According to the data obtained during the study it was observed that majority (88% and 92% respectively) of teachers teaching preschool and standard one were females while very few (12% and 8% respectively) of the respondents were males. This information was obtained from teachers' register as well as head counts during classroom observations. This clearly indicated that majority of male teachers although may have been trained as preschool and lower primary teachers, they might have left for other jobs or may have advanced their profession to teach in upper primary schools or elsewhere.

4.2.2 Age distribution of teachers

Based on the findings of this study, it was noted that majority (50%) of teachers teaching standard one in Kikuyu sub county were aged between 36 to 45 years, some (25%) were aged between 26 to 35 years of age while 17% were aged above 45 years of age and very few (8%) were aged below 25 years of age. This information is presented in the pie chart below.

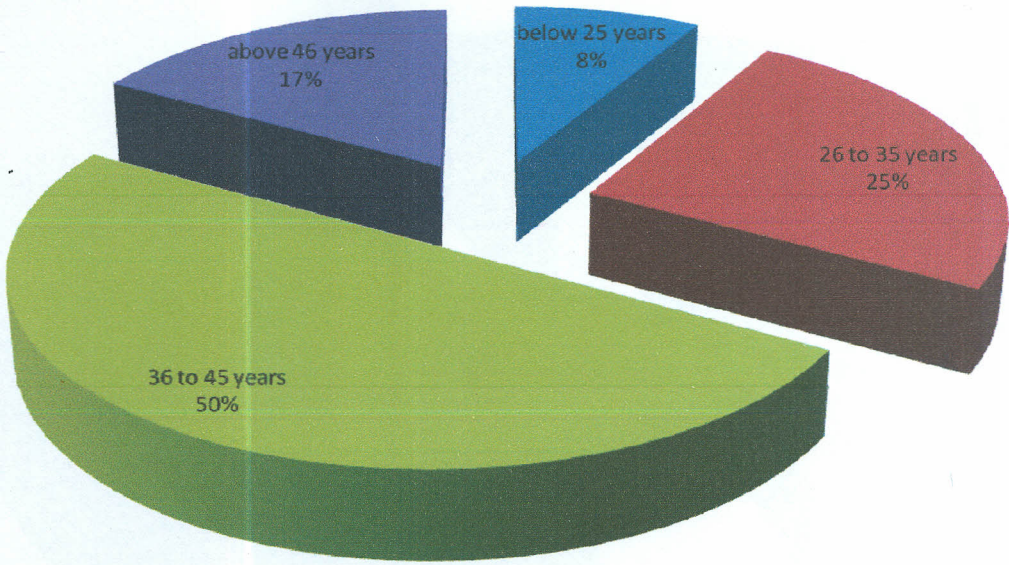


Figure 4.1 Age Distribution of Standard One Teachers

It was also noted that majority (46%) of teachers teaching standard one in Kikuyu sub-county were aged between 36 to 45 years, some (29%) were aged between 26 to 35 years of age while 17% were aged below 25 years of age. Very few (8%) teachers were aged above 45 years of age.

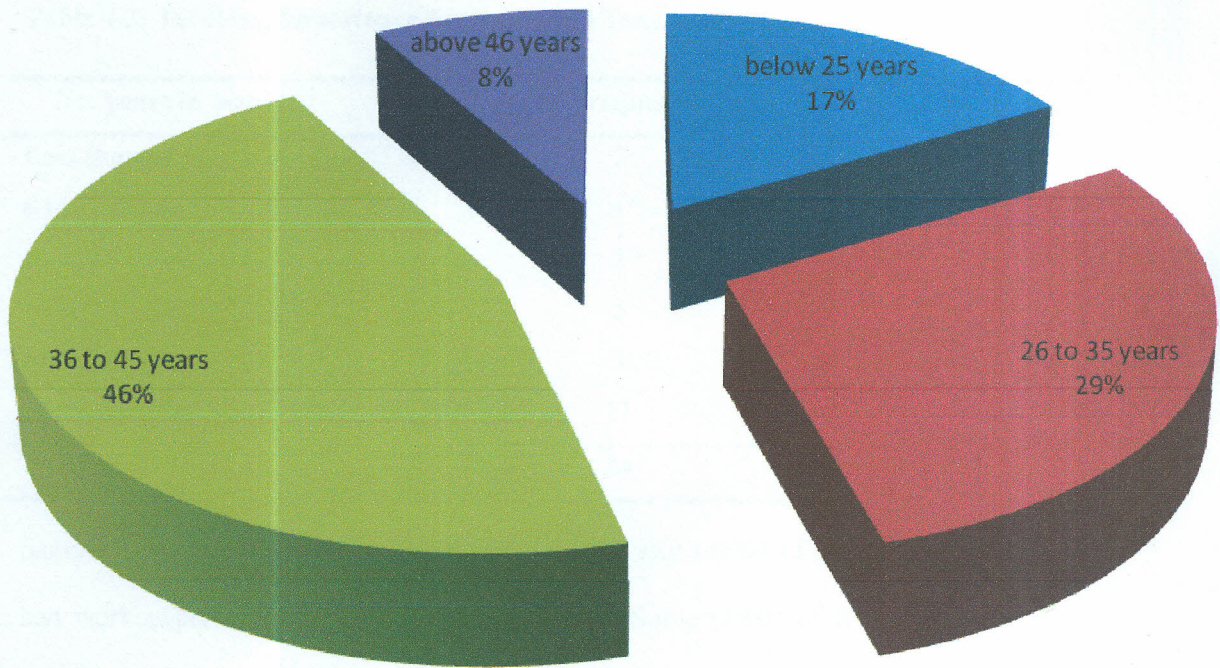


Figure 4.2 Age Distribution of Preschool Teachers

4.2.3 Teaching experience of teachers

According to the statistics obtained during the study majority (46%) of preschool teachers had work experience of more than 25 years. Some (21%) of the teachers studied had worked for between 16 - 20 years as preschool teachers while others (13%) had a working experience of between 21 - 25 years. A few (8%) of the sampled respondents had work experience of 11 - 15 years and less than 5 years. It was only 4% of all the respondents observed who had work experience of 6 - 10 years.

Basing on the findings of these study, it was observed that teachers teaching preschool learners in Kikuyu sub county were well equipped with teaching experience to enable learners smoothly transit from preschools to lower primary classes.

Table 4.3: Teaching Experience for Preschool Teachers

No. years in teaching	Frequency	Percent (%)
Less than years	2	8
6 to 10 years	1	4
11 to 15 years	2	8
16 to 20 years	5	21
21 to 25 years	3	13
More than 25	11	46
Total	24	100

Sampled standard one teachers indicated that majority (46%) of preschool teachers had work experience of between 11 – 15 years. Some (18%) of the teachers had worked for more than 25 years as preschool teachers while others (9%) had a work experience of between 21 - 25 years. A few (8%) of the sampled respondents had work experience of 11 - 15 years and less than 5 years. Only 4% of all the respondents were observed to have had work experience of less than 5 years, 6 -10 years, 16 -20 years and 21 – 25 years respectively.

Table 4.4: Teaching Experience for Standard One Teachers

No. years in teaching	Frequency	Percent (%)
less than years	1	9
6 to 10 years	1	9
11 to 15 years	5	46
16 to 20 years	1	9
21 to 25 years	1	9
More than 25	3	18
Total	12	100

4.3 Findings from the Head Teachers' Interviews

As already discussed, the researcher used interview schedules to obtain data from the school head teachers. Because they are in administrative positions to determine most of the things that happen at school. Without their support, smooth transitioning of preschool children cannot be achieved effectively. The following subsections describes the findings that were established about the sampled head teachers for the study.

4.3.1 Gender Distribution of Head Teachers

According to the responses obtained during head teacher's interviews, majority (75%) of the sample head teachers were male while only 25 % were female. This information is represented in the figure below.

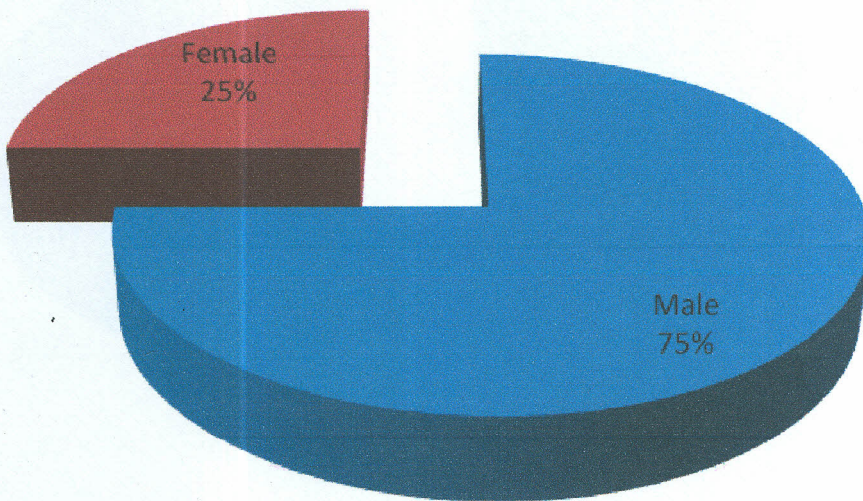


Figure 4.3: Gender Distribution of School Head Teachers

From the study findings above, it can be observed that most of the head teachers who participated in the study were male.

4.3.2 Working Experience of Head Teachers

It was observed that majority (50%) of the sample head teachers had worked as head teachers for more than 11 years in different schools while some (33%) had worked for about 6 – 10 years. Only a few (17%) had a working experience as head teachers for less than 5 years. According to the observations and responses obtained, the sampled head teacher respondents with less than 5 years of experience were the newly promoted ones although they had good record as teachers in primary schools. They had also held various leadership positions such as heads of various departments as well as senior teachers while some were deputy head teachers before being promoted as head teachers.

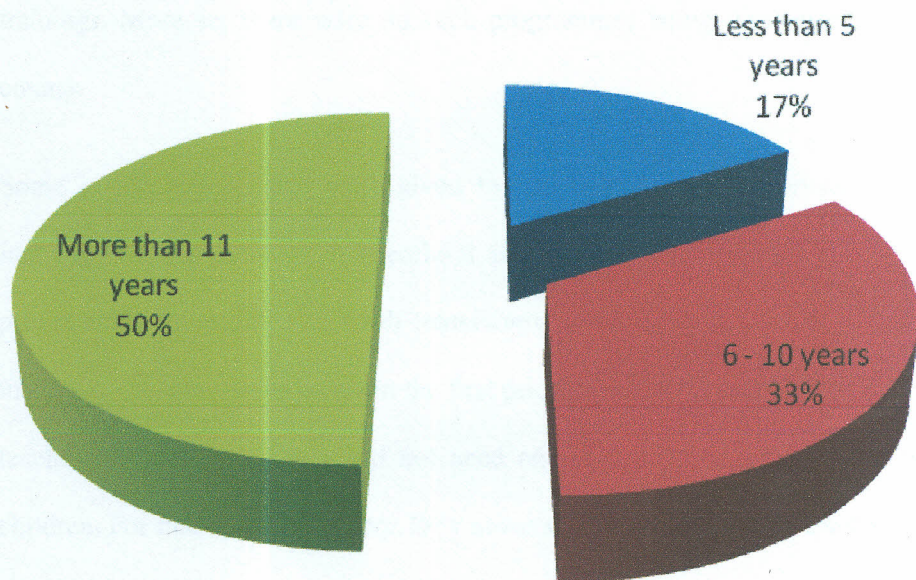


Figure 4.4: Working Experience of School Head Teachers

4.4 Availability of Teacher Training on Smooth Transitioning

This section presents the findings that were established to answer the first objective. Basing on the responses obtained from the questionnaires administered to teachers as

well as interviews with school head teachers, majority (over 95%) gave the views that there were no training programmes being carried out in the county. That is, they had never heard of pre-service or in-service training programmes that had been established to train on smooth transitioning of preschool children to lower primary.

This meant that pre-school teachers were using their own knowledge and what they had acquired during teacher training in colleges in preparing preschool learners for transitioning to lower primary school. Opinions from the studied head teachers for instance established that they thought pre service training programmes added no value to the process of preschool children's transitioning to lower primary. In addition it was also found out that head teachers never encouraged teachers to attend in-service trainings. More so, there were no such programmes being implemented in the sub county.

Some of the reasons that were given by the studied teachers on lack of training included lack of interest in preschool issues and lack of funds to put up such programmes. In addition, smooth transitioning courses were seen as not being that important for teachers to be given the first priority in their planning. Some of the head teachers also said that they did not need any special training to handle preschool children. For that reason therefore, they never saw any reason to have such trainings.

Teachers' level of competence in assisting smooth transitioning was also established. According to the majority (76%) of teachers studied, with or without the required training on smooth transitioning, their levels of competence in handling pre-school children was good. This was established by most of them picking on the 'very competent' option when finding out about their levels of competence in handling preschool children in smooth transitioning.

From the findings above, it is evident that there were no trainings on enhancing smooth transitioning of preschool children to lower primary schools. This findings is in agreement with the findings by Rodriguez (2010), who established that in Spain, there was little attention given to the uniqueness of children in different levels especially those transitioning from preschool to lower primary. Similarly, it was found that teacher training programmes did not consider smooth transitioning but rather took a broader approach in which all teachers, including those working in primary school with children aged 6–16, preschool and after-school programmes, followed a common core of courses and then specialised in a particular subject area in Sweden (Perry, Dockett and Tracey, 2008). The same study also established that management of learners transitioning was inadequate, an indication that teachers were not adequately equipped to help learners cope with new learning environments (Perry, Dockett and Tracey, 2008).

Furthermore, findings on this objective as well agrees with those of Njoroge (2011) who established that in Kenya, no special training programme had been developed to prepare and equip the primary school and preschool teachers on teaching methods and methodologies that were critical in ensuring smooth transitioning from pre-school to lower primary education. According to Njoroge (2011), teachers also lacked effective professional skills because of lack of pre-service training. This is in full agreement with this study that established no pre-service was taking place for teachers. This is also similar to the findings by Mwaura (2005) who noted that no in-service training was being provided in preschools to equip teachers with skills to enhance transitioning and minimise student discipline and dropout rates.

However, there is a slight deviation from the findings established by this study on this objective. This study found that teachers' level of confidence in competence was high as already reported. Teachers believed that they did not need any special training in order to facilitate effectively transitioning of preschool children to lower primary. This does not agree with the findings of Mwaura (2005) who found that teachers were found to lack confidence and commitment and were using poor teaching methods in lower primary classes that negatively affected learners' ability to deal with new and more challenging learning environments. This affected smooth transitioning of the new learners who had come from preschools.

4.5 Strategies for Enhancing Smooth Transitioning

There were two categories of strategies that were established by this study. These included instructional and pupil management strategies that were all geared towards enhancing smooth transitioning of preschool children to lower primary. They discussed as below.

4.5.1 Instructional Strategies used to Enhance Smooth Transitioning

In order to establish which strategies had been put in place to enhance smooth transitioning specifically during instruction, various strategies were listed. Teachers were asked to select among the listed strategies the ones that they were using at a frequency.

Table 4.4 Instructional Strategies used to Enhance Smooth Transitioning

Instructional strategy	Frequency	Percent (%)
Rote learning	9	75.0
Using pictures	8	66.7
Numbering	10	83.3
Reading	11	91.7
Using diagrams	7	58.3
Singing	11	91.7
Recall	8	66.7
Others	4	33.3
TOTAL	12	100

These strategies were tested to standard one teachers. This is the first class of lower primary hence the researcher wanted to test the continuity in teaching methodology as these strategies were the ones being used in preschools. In case whereby lower primary school teachers used the already familiar ways of teaching, then preschool teachers could find it easier to adapt easily in the new learning environments.

Table 4.4 shows that majority (91.7%) of preschool teachers used singing and reading as instructional strategies to enhance smooth transitioning. This was followed by numbering (83.3%) and then rote learning as the fourth strategy (75.0%) in frequency of use. Using drawings and recall was the fifth and sixth (66.7%) strategies in order of frequency followed by diagrams (58.3%). There were other (33.3%) strategies that teachers were using to facilitate smooth transitioning which were not among those ones listed by the researcher.

In a nut shell, the strategies found to be in use by teachers to enhance smooth transitioning of preschool children to lower children were singing, reading and numbering as the mostly used. Others included recall, diagrams and drawings. All these were the same strategies that preschool teachers use in instruction. These findings were similar to the thought by Brostrom (2012), who highlighted the need for

teachers in primary schools to have a close working relationship with preschool teachers especially in developing curriculum continuity to meet the learners' needs. When similar teaching approaches are employed by lower primary school children, then preschool children may find it a friendly learning environment since there is no bigger change from their familiar preschool environment. In so doing, smooth transitioning of preschool children is enhanced.

There are some slight similarities of these study findings with those established by UNICEF (2010). According to a multicultural study carried out by UNICEF (2010), the impact of transitioning was effective with effective use of various teaching approaches. The study was done in various countries across the globe that included Bangladesh, Congo, Ethiopia, Tajikistan and Yemen. Teachers in the study were prepared effectively handle transitioning from preschool to primary school. By equipping them to impart academic skills such as colour naming, pattern recognition, numeral identification, counting, applied addition and subtraction, letter identification and reading, perceptual motor skills such as attention, mastery motivation and the ability to follow directions.

4.5.2 Pupil management Strategies Used to Enhance Smooth Transitioning

This was aimed at establishing data to help respond to the third study objective that was aimed at establishing pupil management strategies used by teachers to enhance smooth transitioning of preschool children to lower primary.

According to the responses obtained during the study, majority (87%) of the respondents said that they had in place strategies that enhanced transitioning from preschool to lower primary. This was established from a yes or no item that they had been asked to fill. Qualitative information obtained show that teachers said that the

already in use strategies helped them to prepare learners psychologically for transitioning from preschool to lower primary.

In order of frequency of use the following strategies were established to have been used to manage effectively pupils who were transiting from preschools to lower primary. These were oral counselling of learners (83%), arranging for pupils to visit primary schools (81%), arranging for primary teachers to visit preschool learners (79%), allowing preschool children to interact with lower primary pupils (78%) and having special sessions with parents (56%).

Rate at which the stated pupil management strategies were effective in use was also established during the study. Findings show that majority (46%) of the teachers studied said that these strategies were very effective in aiding smooth transitioning. Some (29%) of the teachers however felt that they were helpful while a few (17%) were not sure if really these strategies played a role in helping preschool children to transit smoothly from preschool to lower primary school. Very few (4%) respondents said these strategies were not effective. There was a small (13%) of teachers who said that they had no strategies for transitioning preschool children to lower primary school. This might have been the reason why there was a response that transitioning strategies were ineffective. The figure below illustrates these clearly in distribution of their percentages.

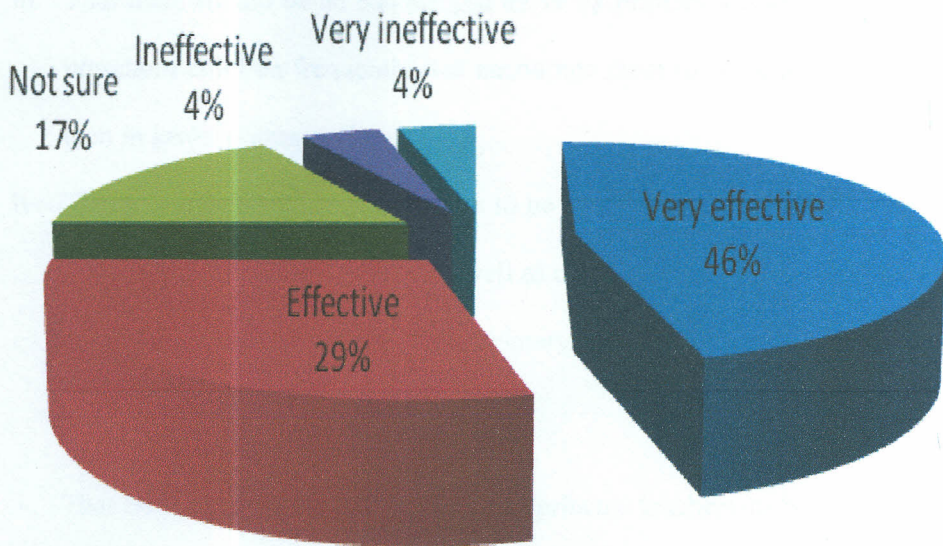


Figure 4.5 Effectiveness of Pupil Management Strategies

During the study, teachers were also asked to suggest some of the ways in which they thought smooth transitioning of preschool children to lower primary could be enhanced. Note that this was an open question and teachers were asked to write down their suggestions in the free space provided. According to the findings obtained, the following striking points were established:

- i. That preschool centres to be established either in the same compound as primary schools or let them be as close as possible. This according to some teachers would help learners to adopt easily than moving to other different and new environments when transiting to lower primary schools.
- ii. That teachers and parents to encourage preschool children to interact freely with other children in the school especially those in primary schools for those schools that are built together. This would enhance their social skills development.

- iii. That there should be an encouraged move by primary school teachers to visit preschool children frequently and encourage them to work hard and later join them in lower primary schools.
- iv. That lower primary school teachers to be providing all the necessary learning materials to the 'new' learners as well as encouraging learner centred teaching approaches. Teachers in the lower primary schools to ensure that all learners' needs are catered for.
- v. That both the preschool as well lower primary teachers to be encouraged to attend in service training programmes geared towards creating awareness, skill and knowledge on facilitating smooth transitioning from preschools to lower primary.

In order to effectively manage pupils who were transiting from preschools to lower primary, this study established that teachers used oral counselling of learners, arranging for pupils to visit primary schools, arranging for primary teachers to visit preschool learners, allowing preschool children to interact with lower primary pupils and having special sessions with parents. This findings are in agreements with Bromstrom (2012) highlights the importance of making the transitioning process friendly as this provides emotional well-being and confidence for children to approach new challenges. Brostrom (2010); Dahlberg and Taguchi (2007) and Neuman (2000) in their studies emphasised the importance of teachers making strong connections between the preschool and primary school to aid smooth transitioning into school.

The findings on this objective however differs from other findings on similar studies. Abadzi (2006) for instance found out different strategies that teachers were using to

manage pupils during transitioning processes. He noted that use of strategies that include smaller classes, clear and consistent classroom instructional strategies such as intensive and interactive practice as a way of improving language knowledge was critical in enhancing transition. Use of mother tongue to teach reading and basic concepts, providing enough books and the involving of other people including older students is also crucial in enhancing smooth transition (Abadzi, 2006).

These findings on this objective as well differs with the research done by Fabian (2008) who established that in order to help preschool children to make sense of school with its institutional ways, new vocabulary and strange culture, teachers provided the required support and the opportunity for the children to talk through what school means to them. Research by Fabian (2008) noted that in order to help preschool children to make sense of school with its institutional ways, new vocabulary and strange culture, teachers provided the required support and the opportunity for the children to talk through what school means to them.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a summary of the study, draws conclusions and makes recommendations and suggestions for further research as guided by the study objectives.

5.1 Summary of the findings

Data was collected from school head-teachers, preschool teachers and standard one teachers from 12 randomly selected public primary schools and preschool centres in Kikuyu sub county, Kenya. Summary of the findings on each of the three study objectives namely;

- i. To find out the relationship between of teacher training and smooth transitioning of preschool learners to lower primary.
- ii. To find out the relationship between instructional strategies used by lower primary teachers and smooth transitioning of preschool learners to lower primary.
- iii. To establish the relationship between pupil management strategies used by lower primary teachers and smooth transitioning of preschool learners to lower primary.

The three objectives were to find out the availability of teacher training on smooth transitioning of preschool learners to lower primary, to find out the influence of

available instructional strategies lower primary teachers used to enhance smooth transitioning of preschool learners to lower primary and to establish pupil management strategies lower primary teachers used to enhance smooth transitioning of preschool learners to lower primary.

From the findings, it was established that there was no training for teachers geared towards enhancing smooth transitioning of preschool children to lower primary schools. Some of the reasons that were given by the studied teachers on lack of training included lack of interest in preschool issues and lack of funds to put up such programmes. Teachers' level of competence in assisting smooth transitioning was also established. According to the majority of teachers studied, with or without the required training on smooth transitioning, their levels of competence in handling preschool children was good.

Secondly, the strategies found to be in use by teachers to enhance smooth transitioning of preschool children to lower children were singing, reading and numbering as the mostly used. Others included recall, diagrams and drawings. All these were the same strategies that preschool teachers used in instruction.

Third, according to the responses obtained during the study, majority of teachers studied said that they had in place strategies that they used to manage pupils during transitioning from preschool to lower primary. These included oral counselling of learners, arranging for pupils to visit primary schools, arranging for primary teachers to visit preschool learners, allowing preschool children to interact with lower primary pupils and having special sessions with parents.

5.2 Conclusions

This study was aimed at establishing the preparedness of primary school teachers in transitioning preschool children to lower primary in Kikuyu sub county, Kenya. This was achieved by establishing if teachers had undergone any form of training in transitioning and if they had in place any instructional as well as pupil management strategies to help them enhance smooth transitioning of preschool children to lower primary.

From the findings above, it can be concluded that teachers in Kiambu sub-county according to this study were not prepared adequately to help preschool children to transit smoothly to lower primary. This is in line with being trained on appropriate measures and skills for effective transitioning.

Although teachers had not been trained on how to enhance smooth transitioning of preschool children to lower primary, there were some efforts being put in place in facilitating transitioning. This can be seen from the findings on the second and third objectives that highlight some of the strategies that these teachers were already using in enhancing transitioning.

Efforts to try and help preschool children to smoothly transit to lower primary is also evident from some of the suggestions that studied teachers gave. Some of these suggestions were that ECD centres to be established either in the same compound as primary schools or let them be as close as possible, that teachers and parents to encourage preschool children to interact freely with other children in the school especially those in primary schools for those schools that are built together and that there should be an encouraged move by primary school teachers to visit preschool children frequently and encourage them to work hard and later join them in lower

primary schools. In addition, it was also suggested that lower primary school teachers to be providing all the necessary learning materials to the 'new' learners as well as encouraging learner centred teaching approaches.

5.3 Recommendations of the Study

This study presents two sets of recommendations. One is emanating from the study findings while the other is for further research.

5.3.1 Recommendations to educational stakeholders

The findings of this study have policy propositions on the schooling segment. Consequently, from the results of this study, the subsequent recommendations were made;

- i. Since this study has implications for the role of preschool teachers and lower primary teachers on transitioning of children to lower primary, there is need to build up a better teacher training programme to equip teachers with knowledge on how to effectively facilitate smooth transitioning of preschool children to lower primary.
- ii. A preschool guiding document ought to be crafted by the Ministry of Education that will describe the appropriate standard procedures and methods of effectively transitioning children from preschool to lower primary as well as management of pupils in their early years of lower primary.
- iii. Additionally, a rotation strategy of preschool and lower primary teachers should be established not only on the educational achievement of these learners but also on management of these learner for better and effective

transitioning. This might help to keep the transitioning smooth since the preschool children will be familiar with their lower primary teachers.

5.3.2 Recommendations for further research

This study aimed at establishing the preparedness of primary school teachers in transitioning preschool children to lower primary in Kikuyu sub county, Kenya. This study therefore calls for;

- i. Further research ought to be carried out comprising a bigger scope and location in order to establish whether similar findings on primary school teacher preparedness in transitioning children to lower primary transcends to other counties and sub counties.
- ii. Further study is required to assess the relationship among preschool and standard one teacher characteristics, learner adaptability in lower primary environment and their academic achievements in an extra multifaceted academic sphere in the nation.
- iii. Probably the tutors in teacher training colleges themselves require training how well do they know the strategies for smooth transitioning. A study could be conducted.

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APPENDICES

APPENDIX I: PRESCHOOL TEACHERS' QUESTIONNAIRE

This questionnaire is an educational research on quality learning processes and learning outcomes. All information you give will be treated confidentially and is for academic purposes only. Please respond to all items in the questionnaire. Put a tick (✓) in the statements that relate to your situation.

SECTION A: DEMOGRAPHIC INFORMATION

1. Your gender:

a) Male b) Female

2. Number of years worked as a teacher:

5 years and below

6-10 years

11-15 years

16-20 years

21-25 years

Above 25 years

3. Number of years in current station:

5 years and below

6-10 years

11-15 years

15 yrs and above

Section B: Awareness of strategies to transitioning learners from preschool to Lower Primary

4. During your pre-service training, were you given special training on how to assist learners' transitioning from preschool to lower primary?

Yes No

If yes, do you think the training was adequate to enable you assist learners during transitioning from preschool to lower primary?

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.....
.....

If yes, list some of the aspects of aiding transitioning that you were trained in

.....
.....
.....

If No, what were the reasons for lack of training in these areas?

.....
.....
.....

5. During your time as an preschool teacher, have you received in-service training on how to assist learners' transitioning from preschool to lower primary?

Yes No

If yes, do you think the training was adequate to enable you assist learners during transitioning from preschool to lower primary?

Yes No

If yes, list some of the aspects of aiding transitioning that you were trained in

.....
.....
.....

If No, what were the reasons for lack of training in these areas?

.....
.....
.....

6. With or without special pre-service and in-service training on aiding transitioning from preschool to lower primary, how do you rate your levels of competence in assisting this transition?

- Very competent
- Competent
- Not sure
- Incompetent
- Very incompetent

What do you attribute your levels of competence to?

.....
.....
.....

7. In what ways do your levels of competence affect the transitioning of learners from preschool to primary education?

.....
.....
.....

Section C: Instruction strategies used to enhance transitioning

8. Which teaching methods do you use when preparing preschool learners to join lower primary?

Rot learning

Using drawing

Numbering

Reading

Using diagrams

Singing

Recall

Any other

specify.....

9. What do you consider before selecting these methods?

What pupils will learn in lower primary?

Availability of facilities

Your competence in using these methods

Any other

specify.....

In your opinion, how do you rate the effectiveness of these teaching methods?

Very effective

Effective

Not sure

Ineffective

Very ineffective

Please explain your answer

.....
.....
.....

Section D: Pupil management strategies used to enhance transitioning

10. Do you have specific strategies which you normally use to prepare learners psychological for the transitioning from preschool to lower primary?

Yes No

If yes, please indicate strategies that you normally use

Oral counselling of pupils

Arranging for pupils to visit primary schools

Arranging for primary teachers to visit preschool learners

Allowing preschool learners to interact with primary pupils

Having special sessions with parents

Any other (Specify)

.....
.....
.....

How do you rate the effectiveness of these strategies?

Very effective

Effective

Not sure

Ineffective

Very ineffective

11. What do you think should be done to assist pupils smoothly transitioning from preschool to lower primary

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.....

.....

APPENDIX II: STANDARD 1 TEACHERS' QUESTIONNAIRE

This questionnaire is an educational research on quality learning processes and learning outcomes. All information you give will be treated confidentially and is for academic purposes only. Please respond to all items in the questionnaire. Put a tick (√) in the statements that relate to your situation.

SECTION A: DEMOGRAPHIC INFORMATION

1. Your gender:

a) Male b) Female

2. Number of years worked as a teacher:

5 years and below

6-10 years

11-15 years

16-20 years

21-25 years

Above 25 years

3. Number of years in current station:

5 years and below

6-10 years

11-15 years

15 Yrs and above

Section B: Awareness of strategies to transitioning learners from preschool to Lower Primary

4. During your pre-service training, were given special training on how to assist learners' transitioning from preschool to lower primary?

Yes No

If yes, do you think the training was adequate to enable you assist learners during transitioning from preschool to lower primary?

Yes No

If yes, list some of the aspects of aiding transitioning that you were trained in

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.....
.....

If No, what were the reasons for lack of training in these areas?

.....
.....
.....

5. During you time as a class 1 teacher, have you received in-service training on how to assist learners' transitioning from preschool to lower primary?

Yes No

If yes, do you think the training was adequate to enable you assist learners during transitioning from preschool to lower primary?

Yes No

If yes, list some of the aspects of aiding transitioning that you were trained in

.....
.....
.....

If No, what were the reasons for lack of training in these areas?

.....
.....
.....

6. With or without special pre-service and in-service training on aiding transitioning from preschool to lower primary, how do you rate your levels of competence in assisting this transition?

- Very competent
- Competent
- Not sure
- Incompetent
- Very incompetent

What do you attribute your levels of competence to?

.....
.....
.....

7. In what ways do your levels of competence affect the transitioning of learners from preschool to primary education?

.....
.....
.....

Section C: Instruction strategies used to enhance transitioning

8. Which teaching methods do you use when transitioning preschool learners to lower primary?

Rot learning

Using drawing

Numbering

Reading

Using diagrams

Singing

Recall

Any other

specify.....

9. What do you consider before selecting these methods?

Strategies that were used in preschool

Availability of facilities

Your competence in using these methods

Any other specify

.....

.....

.....

10. In your opinion, how do you rate the effectiveness of these teaching methods?

Very effective

Effective

Not sure

Ineffective

Very ineffective

Please explain your answer

.....
.....
.....

Section D: Pupil management strategies used to enhance transitioning

11. Do you have specific strategies which you normally use to assist preschool learners psychological to settle in lower primary?

Yes No

If yes, please indicate strategies that you normally use

Oral counselling of pupils

Inviting preschool learners to visit primary schools

paying a visit to preschool learners

Allowing preschool learners to interact with primary pupils

Having special sessions with parents

Any other

(Specify).....

12. How do you rate the effectiveness of these strategies?

Very effective

Effective

Not sure

Ineffective

Very ineffective

13. What do you think should be done to assist pupils smoothly transitioning from preschool to lower primary?

.....

.....

.....

14. Rate the following statements on preparedness of primary school teachers to transit preschool children to lower primary as Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD)

Statement	SA	A	U	D	SD
A good start in early childhood is significant for learners.					
School transitional programmes affect children's subsequent performance in school.					
Use of appropriate language in preschool is essential to ECDE learners.					
Learning environment should be appropriate for learners in ECDE classes.					
There is need for continuity for pedagogy and methods all through early childhood age.					
Young children learn through active exploration of concrete materials.					
Child centred approaches are synonymous with developmentally appropriate practices.					
Authentic assessment approaches are better than traditional assessment approaches.					

APPENDIX III: HEAD TEACHERS' INTERVIEW SCHEDULE

1. What is your work experience as a head teacher?
2. How long have you stayed in this institution?
3. Does pre-service training programmes for preschool teacher and lower primary teachers exist in your sub-county?
4. Do you encourage your teachers to attend?
5. Does the training programmes add value to your teachers?
6. Does the training programmes have special training on how to assist on learners' transitioning from preschool to lower primary school?
7. During your time as headteacher, have you received in-service training on how to handle lower primary school learners?
8. With or without special pre-service and in-service training on aiding transitioning from preschool to lower primary, how do you rate your levels of competence in assisting this transition?

(Probe for the explanations behind the rating of competence and how it affects transitioning of preschool learners to primary education)

9. Which teaching methods do lower primary teachers use when transitioning preschool learners to lower primary?

(Probe for use of rote learning, drawing, numbering, reading, using diagrams, singing and use of recall as well as explanations behind the use of these strategies and their effectiveness in enhancing smooth transition)

Do you have specific strategies which you normally use to assist preschool learners psychological to settle in lower primary?

(Probe for use of Oral counselling of pupils, Inviting preschool learners to visit primary schools, paying a visit to preschool centres, allowing preschool learners to interact with primary pupils, Having special sessions with parents etc as well as explanations behind the use of these strategies and their effectiveness in enhancing smooth transition)

10. What do you think should be done to assist pupils smoothly transitioning from preschool to lower primary

i. _____

ii. _____

iii. _____

iv. _____

v. _____

APPENDIX IV: APPROVAL OF RESEARCH PROPOSAL



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

Internal Memo

FROM: Dean, Graduate School

DATE: 1st March, 2016

TO: Ms. Conslata N. Onyango
C/o Early Childhood Studies Dept.
Kenyatta University

REF: E55/OL/20009/12

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge the receipt of your revised Research Proposal entitled "Preparedness of Primary School Teachers in Transitioning Preschool Children to Lower Primary in Kikuyu Kiambu County, Kenya" as per recommendations raised by the Graduate School Board of 27th January, 2016.

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed supervision Tracking Forms per semester. The form has been developed to replace the progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

A handwritten signature in black ink, appearing to read 'Reuben Muriuki'.

REUBEN MURIUKI
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Early Childhood Studies Department

Supervisors:

1. Dr. Catherine G. Murungi
C/o Early Childhood Studies Dept.
KENYATTA UNIVERSITY
2. Dr. John Ngasike
Mount Kenya University
C/o Early Childhood Studies Dept.
KENYATTA UNIVERSITY

RM/cao

APPENDIX V: RESEARCH AUTHORIZATION FROM GRADUATE SCHOOL



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

OUR REF: E55/OL/20009/12

Date: 1st March, 2016

The Director General,
National Commission for Science, Technology & Innovation
P.O. BOX 30623
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MS. CONSLATA N. ONYANGO REG.NO.E55/OL/20009/12

I write to introduce Ms. Onyango who is a Postgraduate Student of this University. She is registered for M.Ed. Degree programme in the Department of Early Childhood Studies in the School of Education.

Ms. Onyango intends to conduct research for M.Ed. thesis entitled, "Preparedness of Primary School Teachers in Transitioning Preschool Children to Lower Primary in Kikuyu Kiambu County, Kenya"

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

RM/cao

APPENDIX VI: RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:
MS. CONSOLATA NABWIRE ONYANGO
of KENYATTA UNIVERSITY, 225-902
kikuyu, has been permitted to conduct
research in Kiambu County

Permit No : NACOSTI/P/16/90766/10318
Date Of Issue : 21st April, 2016
Fee Received :Ksh 1000

on the topic: PREPAREDNESS OF
PRIMARY SCHOOL TEACHERS IN
TRANSITIONING PRESCHOOL CHILDREN
TO LOWER PRIMARY IN KIKUYU KIAMBU
COUNTY, KENYA

for the period ending:
19th April, 2017

Applicant's
Signature



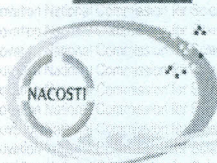
[Signature]
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A: 8761

CONDITIONS: see back page

APPENDIX VII: RESEARCH PERMIT FROM NACOSTI



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20 318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utali House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/16/90766/10318**

Date:

21st April, 2016

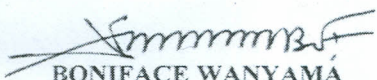
Consolata Nabwire Onyango
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Preparedness of primary school teachers in transitioning preschool children to lower primary in Kikuyu Kiambu County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **19th April, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


**BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

KENYATTA UNIVERSITY LIBRARY