

Influence of Instructional Strategies on Pre-School Children Transition to Lower Primary school. A case of Kikuyu SubUrban, Kenya

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Abstract

Transitions are preordained phenomena in the lives of children in the process of growth and development. Various attempts to enhance transition from pre-school to lower primary school have led to various effects on the way pre-school teachers have designed approaches and strategies to accomplish the desired effective transitioning. Nevertheless, the efforts made have not always led to expected results in transitioning. Therefore this study seeks to assess the preparedness of primary school teachers in transitioning preschool children to lower primary education in Kikuyu sub-county. This study sought to find out the influence of available instructional strategies used by lower primary teachers to enhance smooth transitioning of preschool learners to lower primary. To achieve this purpose, a sample of 48 respondents was randomly selected for the study. Questionnaires for teachers and interview guides for head teachers were the major instruments used to collect data. Reliability of the instrument was established through split-half method. The result of the analysis revealed that singing, reading and numbering as the mostly used strategies by teachers to enhance smooth transitioning of preschool children to lower children.

Key Words: Instructional Strategies, Transitioning, Pre-School, Lower Primary School