

**ASSESSMENT OF HEADTEACHERS' LEADERSHIP PRACTICES IN ENHANCING TRANSITION FROM  
PRESCHOOL TO LOWER PRIMARY IN PUBLIC PRIMARY SCHOOLS IN LIMURU SUB COUNTY, KIAMBU  
COUNTY, KENYA**

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**MED/112/03770**

**A Research Report Submitted in Partial Fulfillment to the Requirements for the Degree of Master of  
Education in Mount Kenya University**

**JUNE, 2015**

## ABSTRACT

Learning and developmental activities that take place during Early Childhood stage have significant lifelong effect on the physical, mental, emotional and spiritual development of children. Importance of effective leadership practices of the headteacher in enhancing transition of preschool pupils cannot be overemphasized. According to Wilmore (2002), headteachers are responsible for effecting education policy, keeping track of all activities within the school and ensuring that their schools run smoothly hence the importance of the intended study. According to Education for All (EFA) and later declarations such as Millennium Development Goals and Education Act 2013 among others, Kenyan children are to access education at the right age without dropping out of school or repeating grades. It is thus paramount to improve quality of ECDE by encouraging effective leadership practices because leaders help reduce ambiguity and uncertainty in organisations or society by taking constructive acts to achieve long-term goals and provide clear positive reasons for their actions, goals, and accomplishments. In essence, leaders add clarity and direction to life and make life more meaningful hence the importance of the study on the assessment of Leadership Practices in Enhancing Transition from Preschool to lower primary in Public Primary schools in Limuru Sub County. The study focused on the following thematic areas; Headteachers' leadership styles, schools' readiness status to enhance transition, stakeholders' role in enhancing transition and teachers' attitude towards pupils' transition. Target population will be all (39) public primary schools in Limuru District, all (39) headteachers, all (176) teachers in lower primary and all (124) teachers in preschool. Stratified Random Sampling, where schools were be put according to all divisions was used to obtain a sample of 20schools, 20 headteachers of the sampled schools, 88 lower primary teachers and 62 preschool teachers. The researcher employed survey research design. Data collection instruments were questionnaires for headteachers and teachers at both levels. Quantitative data were analyzed using Statistical Package for Social Sciences (SPSS) Version 21.0 and the findings were presented in frequencies and percentages. The results of the study indicated that most headteachers lacked adequate human, material and financial resources to enhance transition. The study established that some schools were not ready to enhance transition since their environment was not safe enough to support pupils' and stakeholders were not fully involved in school management. However, headteachers and teachers attitude was positive and this could have positive impact on transition of pupils from preschool to lower primary in Public Primary Schools in Limuru Sub County in Kiambu County. The study recommends formulation of sound policy to guide the implementation of Early Childhood Education Curriculum to enhance effective transition