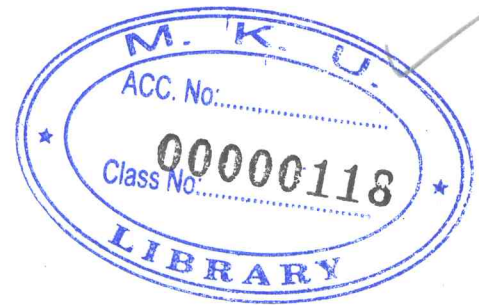


**TEACHERS' PERCEPTION OF CHALLENGES TO SMOOTH
TRANSITION OF PUPILS FROM PRE-PRIMARY TO PRIMARY
SCHOOL IN EMBU COUNTY, KENYA**



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ABSTRACT

The purpose of this study was to investigate the teacher's perception regarding of challenges to smooth transition from pre-primary to primary school. The objectives were : to analyze the ECDE curriculum , to determine the influence of instructional materials, and to investigate the contribution of teaching methods on pupils transition from pre-primary to primary school. The study was guided by ecological theory by Dunlop & Fabian (2002) and was conducted in public primary schools in Mbeere North Sub-county, Embu County and adopted descriptive survey research design. The target population was 89 schools of whom 100 were pre-school teachers and 200 class one teachers. The sample size for the study was 10 pre-primary teachers and 20 class one teachers, all in 10 schools. All samples were collected randomly using Lottery technique. Unstructured open ended questions and closed ended questions were administered. Pilot study was conducted in two schools which did not participate in the study. Test-retest techniques was used to measure the reliability of the questionnaires and a correlation coefficient(r) of 0.75 was obtained and considered high enough to judge the reliability of the instruments. Validity was ensured through discussion with experts in the university department. The researcher got permit from relevant authorities Data was first coded and entered in the Statistical package for Social Sciences (SPSS) computer software for windows programme to enable analysis. Frequencies, percentages, obtained were used to answer the research questions. The analysed data was then presented using tables and charts. 100.00% class one primary school teachers' questionnaires were completed and returned. On the other hand, all the 50 respondents' pre-primary teachers' questionnaires were completed and returned for analysis. The study made the following key conclusions: Early Childhood Development Curriculum had influence on Pupils' Transition from Pre-Primary to Primary School. For example, most primary teacher respondents, 60.00% agreed while 40 respondents strongly agreed that Early Childhood Development Curriculum is widely recognised as having a significant impact on the subsequent performance of children in basic education programmes. More so, those who strongly agreed and agreed that Pre-primary curriculum has influence on pupils' transition were 48 respondents each. Similarly, most pre-primary teachers, 40.00% strongly agreed pre-primary curriculum had influence; Instructional materials had influence on pupils' transition school. Responses from pre-primary teachers indicated that most of them, 58.00% strongly agreed and 40.00% agreed to the statement and; Teachers' teaching methods significantly contribute to pupils' transition from pre-primary to primary school. For example, most class one teachers, 60.00% strongly agreed while 40.00% agreed. Likewise, most pre-primary teachers, 41 respondents strongly agreed and 16.00% agreed to the statement. The study thus recommended that: the Ministry of Education Science and Technology should design Early Childhood Development Curriculum in such a way that it ensures smooth transition of children from pre-primary to primary school; Teachers, education practitioners, parents and peers should provide support to children They should ensure a conducive environment is created; Adequate study materials should be provided; The language of instruction should be chosen in such a way that it helps children adequately during transition; A structured programme should be in place and followed when handing over children from pre-school to primary and; Pre-primary teachers should make frequent follow up of progress of children after handing over. The study also suggested that there is need to study the effect of home background on transition from pre-primary to primary school.