DETERMINANTS OF READINESS OF CHILDREN TRANSITING FROM HOME TO PRE-SCHOOL IN KABETE ZONE.

BY

KAMAU ELIZABETH WAIRIMU

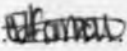A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENTN OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE AWARD OF MATER OF EDUCATION DEGREE IN EARLY CHILDHOOD EDUCATION OF UNIVERSITYOF NAIROBI
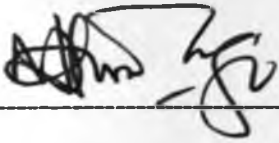
DECLARATION

This study is my own work and has not been presented to any other institution for the qualifications of Masters Degree Education. Early Childhood Education .

Kamau Elizabeth Wairimu. ....

The Project has been submitted for Examination with my approval as the University of Nairobi Supervisor.

DR. JOHN MWANGI KAMAU

Department of Educational Communication and Technology University of Nairobi

DEDICATION

To my beloved family members and my typist Agnes Wanyora for the great affection and understanding the need for commitment to my research study. To my husband Joseph Njoroge and to my son Ian for bearing my constant absence.

God bless you!

ACKNOWLDEDGMENT

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ABBREVIATIONS AND ACRONYMS

ECD   -   Early Childhood Education

EFA   -   Education for all

FPE   -   Free Primary Education

NAYCE-   National Association for the Education of Young Children

ABSTRACT

This study sought to investigate the determinants of readiness in children transiting from home to pre-school in Kabete zone. Three research questions were formulated to guide the study. Research question 1 sought to determine the factors that contributed to readiness among pre-school children. Research question 2 sought to determine the relationship between parents level of education and readiness of pre-school children while Research question 3 aimed at determining the factors that influenced readiness of pre-school children. The target population comprised of headteachers teachers and parents from8 pre-schools. This study employed descriptive study. The data collected during the study was coded and presented graphically. From the study it emerged that parents played a major role in preparing children for pre-school by providing necessary care that contributed towards school readiness. It was also revealed that quality child care and educational programs improved child readiness outcomes while access to health care and the quality of care impacted on child outcomes accordingly.

The early childhood development (ECD) programme play a crucial role in laying foundation for further education and character formation research evidence revealed that a child fastest growth in physical, mental, and social emotional traits takes place during the age of 0-5 years. The findings have shown that activities that children engage with when at home prepare them for preschool readiness. It has also been established that parents should also prepare their children for preschool by providing balanced diet and also training them to be social so as to adjust quickly in the preschool programme. This is in agreement with Brofenbrenners ecological theory(1998)

It was further reported Children Act (2001) should be followed as shown by 2(25%) of the parents who suggested that those parents should be taken and charged in a court law according to the Acts.

However teachers were of the opinion that the parents level of education affect readiness of children transiting from home to preschool but 1(12.5%) of head teachers disagreed with the statement. It was further noted all parents 8(100.0%) agreed to the statement that pre-school education was necessary as it help children on readiness. It was also noted all teachers 8 (100%) faced challenges relating to children unpreparedness prior to pre-school since some refused to talk while others were not able to express themselves. From these Findings this study recommended that more emphasis should be put in preparing children for the school readiness by all stakeholders, to ensure that children get best out of it.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO STUDY

One of the most important transitions in a child's life is when they start schooling and this has been perceived to be a major challenge to early childhood Children transiting from home to school come to school with a set of expectations about educational environments. Home to pre-school transition is development as a result of maturation where a child matures and move from home to join pre-school for learning. It is important however to note that home and pre-school are different environment and there are evident discontinues in child's experience as he or she moves from home to pre-school. Initial success at school both socially and intellectually lead to a victorious cycle of achievement and this can be a critical factor in determining children's adjustment to the demands of school environment and future progress (Brunner 1986). Research proposes that the way in which transitions are experienced not only makes a difference to children in the early months of new transitions but may also have much longer term impact and this is because the extent to which they feel successful in the first transition is likely to influence subsequent experience. It seems thus that going through a transition is learning a skill in its own rights and its therefore important that not only should children build resilience to change but they should also be given support to help them mark as well as negotiate change. Successful transitions are clearly seen as being cost-effective, contributing to the retention rate at pre-school and likely to reduce the need of later social and educational remediation (Fabian and Dunlop2002).

A lot of emphasis is being laid on the importance of making strong connections between the differing cultures and traditions on either side of the early education

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divide and using the difference to underline consequent importance transition into school assumes. This is profoundly because the bigger the gap between the culture at home and the culture of the pre-school the greater the challenge for the child and the greater risk of not being able to comply with understanding the request to the teacher (Fabian and Dunlop2002). Such fears have at times been well founded when we see many pre-schools in countries worldwide using inappropriate methods in a misguided attempt to give their children an academic edge when they enter school. This is done through pushing reading, writing and math's activities for which children are not yet ready rather than laying firm foundations in language, enthusiasm for learning and interaction.

According to (Crinc. and Lamberty1984) Readiness and transition are closely linked. For a smooth transition, children must be ready for school. Equally important but only recently acknowledged is the fact that schools too must be ready for the supportive before and after children start school. The variation in support of the above conditions means that children will inevitably be at different levels of readiness to make most of school. School readiness implies that there are expected standards of physical, intellectual and social emotional development that children must meet in order to fulfill their school requirements and to assimilate the school curriculum. Most of the pre-school teachers and parents agrees that children have school readiness when they are;

Healthy: They are immunized and do not get sick often and are treated when sick. Children who are healthy they are more ready to learn. Sick children will miss school and when they come to school, they may not benefit fully from school experiences

because they tend to be more pre-occupied by the pain. In addition they lack energy to participate actively in school activities.

Well nourished: Children who are well fed are more likely to benefit more from school experiences because they have the energy required to engage in actively. A hungry child may not learn well because they are either more pre-occupied with their hunger or do not have the energy to engage in school activity.

Able to participate actively in activities taking place in school: Their physical and motor development should be well developed. They should have adequate muscle strength and co- coordination to facilitate participation in such activities as jumping, running, swinging e.t.c.

Participation in such physical activities enhances not only children physical development but also other aspect of their development. As children participate in these activities they acquire new knowledge and concepts which enhance their mental development, acquire more language, acquire positive values, able to express their feelings and emotions and also learn to obey rules because most of their games have rules(Republic of Kenya1999).

1.2   STATEMENT OF THE PROBLEM

Pre-school and home are the main contexts that influence children's readiness and adaption to school life. The child who has most supportive relationship with both is most likely to be ready for schooling. Children who are not adequately prepared when they leave home come to unfamiliar environment and they feel lacking security especially when they meet teachers whom they at first regard as strangers (Repubic of

Kenya 1999). In this regard therefore. there was a gap in information between teachers and parents concerning children's readiness to attend school. In fact. what was lacking was the average age at which a child was expected to start pre-school (Republic of Kenya, 1999). This study therefore sought to investigate the criteria by which both parents and teachers would be able to establish the level of readiness of pre-schoolers on transit from home to pre-school in Kabete zone.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to investigate determinants of readiness of children transiting from home to preschool in Kabete Zone. This study sought to establish if children were ready for school when they transited from home to pre-school and if not this study sought to establish why.

1.4 RESEARCH OBJECTIVES

This study seeks to contribute towards effective readiness among pre-school children in Kabete Zone by trying to choose the gap where readiness in pre-school was concerned. Therefore the study attempted to achieve the following:

1. To find out factors leading to readiness among pre-school children in Kabete Zone.

2. To investigate the relationship between parents level of education and readiness of children in ECDE centres in Kabete Zone.

3. To determine necessary factors that influence readiness of children in ECDE centers in Kabete zone.

1.5   RESEARCH QUESTIONS

1. What factors contribute to readiness among pre-school children in Kabete zone?

2. What was the relationship between parents' level of education and readiness of pre- school children in ECDE centers in Kabete zone?

3. What were the factors that influenced readiness of preschool children in ECDE centres in Kabete Zone?

1.6   SIGNIFICANCE OF THE STUDY

Having taught in Kabete zone for a number of years, it have been noted that there existed very little if any interaction between parents and teachers. This study hopes to open up a channel of interaction and communication between the two. This would therefore help to understand readiness and prepare the child fully towards it.   This study had strong implications on public and private agencies and their policies such as access to vision, hearing and dental screening, child immunization efforts; nutrition and health education would help children to succeed in their initial experiences of school. The end results would be ready child existing from ready family into a ready school.

1.7   LIMITATIONS OF THE STUDY

The study intended to investigate readiness on children transiting from home to pre-school in Kabete zone. Some respondents in the study were not aware of the meaning of readiness when a child was termed to be ready to transit from home to pre-school. Some of the respondents were reluctant to respond altogether for fear of victimization which would be a threat on their jobs. In this case, the researcher assured the respondents of utmost confidentiality.

1.8 DELIMITATIONS OF THE STUDY

The study was delimited to Kabete Zone in Kikuyu District which is among many zones in the country. It was conducted only in sampled schools in Kabete zone. As such care was taken not to generalize the findings.

1.9 ASSUMPTIONS OF THE STUDY

This study assumed that school readiness of children transiting from home to pre-school in Kabete Zone cut across the board and was a representative of majority of pre-schools in the country. The study also assumed that the teachers' interviewed had undergone basic training. It also assumed respondents were literate enough to comprehend the study objective and responded appropriately and gave accurate and truthful response.

DEFINITIONS OF SIGNIFICANT TERMS

The following terms are defined in the context of the study as follows:

Pre-school: Synonymous to nursery school i.e for children 3-6 years.

Transition: The experience of children as they move from home to pre-school.

School readiness: A level of development that children are expected to have achieved by the time they enter in pre-school.

Readiness: state of being ready or prepared.

ORGANIZATION OF THE STUDY

This study was organized into three chapters:-

Chapter one explored the background and statement of the problem under study. It was closely followed by the purpose, objectives of the study research question,

significance, delimitations. limitations, basic assumptions and definition of significant terms of the study.

Chapter two comprised of the literature review which was reviewed under the following subtopics: Concepts of Readiness. School Readiness, Domains of School Readiness. and Factors that affect school readiness, Variables shaping school readiness and factors that influenced School Readiness. It also looked at both the Theoretical and Conceptual Framework that underpinned the study.

Chapter three covered the research methodology to be employed in the study. In this chapter. the study closely looked at research design employed. The target population, the sampling procedure, the instruments used, their validity and reliability and finally the procedure for both data collection and data analysis.

CHAPTER TWO

LITERATURE REVIEW

2.0   INTRODUCTION

The purpose of this chapter was to review the literature that relate to readiness of children under various contexts. It discussed readiness under the following subtopics: The concept of readiness, domains school readiness and factors that affect school readiness also, the variables that shape and influence readiness. Finally, the study looked at the theoretical framework underpinning the study and the conceptual framework of the study.

2.1   CONCEPT OF READINESS

The main objective for pre-school programme is to build a strong foundation cognitive, socio-emotional and health development that will enable the child to maximize his/her learning potential upon entering pre-school.

According to statistics however, 65% of children in Kenya and especially those from poor households do not access quality pre-school programme. As a result of this, the capacity of these children to learn is diminished because they lacks appropriate care and stimulation at the right age (Raver 2002).

Despite the best intentions of those concerned with the educational process, young children's readiness for school remains critical yet controversial and complex construct.   Early childhood is characterized by rapidly growing abilities and attempting to identify any optimal readiness criterion has proven problematic. However, there is little empirical evidence to suggest necessary age for school

readiness. There is however even less evidence suggesting which age could be better against with the school readiness could be judged (Raver 2002).

Despite the wealth of literature that has addressed school readiness over the past two decades, there has been lack of a clear conceptual definition of the qualities that comprise school readiness in the rich complex interrelationships among developmental processes that facilitate success in traditional classroom environments. This has therefore impeded efforts to clarify the concerns regarding what it means to be ready for school thereby creating confusion and conflicts among practitioners and policy makers and as such (Kagan1990) suggests that school readiness as currently understood, still remains a "narrow and artificial construct of questionable merit.

2.2   SCHOOL READINESS

School readiness is perceived as the acquisition by the child of the appropriate knowledge, skills, attitudes and abilities that will help the child to cope with pre-school curriculum and other learning demands. Readiness is thus the sum of a child's physical, cognitive and socio-emotional development at a given time. Readiness therefore implies that by the time the children enter pre-school they should have achieved a level of development that makes it likely that they will successfully adapt to the challenges of formal schooling.

From the age of four years, many children leave home and are enrolled into pre-schools it is therefore important for children to be prepared to leave home and go to school. Leaving home and going to school to be with new teachers and children is not easy for most children. However, to ensure a smooth transition from home or ensuring readiness for school is very important. This is because children who are not adequately prepared when they leave home have often traumatic experiences on

reaching school. They have serious adjustment problems during the first one month or so in school. They therefore may not benefit fully from preschool experiences during the first few months. (Mwaura and Nyamweya, 2006).

A lot of time is wasted also in trying to help the children adjust to school routine which makes the learning environment difficult. Parents therefore should prepare their children for pre-school by toilet training them. This increases the self esteem and confidence of the children tremendously.

They should also ensure that children can be able to do things for themselves e.g. feeding, dressing and washing their hands this will prepare the child to cope well at school.Parents should also encourage children to play with others before enrolment. This gives the child a feeling of security. A few months before a child joins pre-school, parent should prepare him/her for going to pre-school e.g by telling them "you are now a big boy or a girl so I will take you to pre-school". In religious gatherings like the churches, the parents should also encourage children to join Sunday school or other similar gatherings for children. This helps them to get along with other children (Mwaura and Nyamweya 2006).

The pre-school teachers on the other hand should help children to fit well in pre-school. They can do this by showing love and concern for the children. They need to be very patient and tolerant with children especially during the first few days in pre-school. They should also portray pre-school as a place for fun.

Teachers need to be happy with humour and who enjoy being with children and playing with them. They should also ensure that they introduce children to all facilities in the pre-school and where to keep their properties like bags and snacks boxes. The teacher should also ensure that there are many break during the day to allow children to go to the toilet. As soon as the break starts the teacher needs to

remind all the children to go to the latrine or toilet and accompany them to ensure order and safety. The teacher should also ensure that children have acquired basic self care skills like feeding. blowing their noses and washing hands. Teachers have responsibilities of training those children who do not have these skills. They should also be taught routine and manners expected in pre-school e.g asking for permission when late, saying sorry e.t.c. (Mwaura and Nyamweya 2006).

Those children who are ready to learn at the time they come to pre-school they are likely to complete primary. secondary and tertiary education levels and make positive contributioins to society as caring and productive citizens. Children who are not ready to learn at school entry are more likely to repeat a grade. need special educational services. have emotional difficulties and drop out of school. This represents increased costs to government and society at large through increased government spending decreased abilities to provide necessary society functions (Kagan 1990).

School readiness includes much more than just developing fundamental cognitive and language skills. Readiness for school is multifaceted encompassing the family, community and schools as well as the physical, social, emotional and cognitive skills that children need to thrive (Republic of Kenya 1999).

2.3   DOMAINS OF SCHOOL READINESS

There is a consensus based on a wealth of research that children's readiness for school depends on their level in five distinct but interconnected domains and should therefore be measured and addressed across these following domains.

Physical well-being and Motor Development

The future health and well-being of young children is directly related to the strengthening of both their large and small muscles, using their sensory experiences

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and practicing healthy behavior. Children will use their senses and bodies to explore their physical environment and they will therefore practice with intensity those motions that will lead to the mastery of fine and large motor tasks.

Children will more often than not describe their competence according to their physical accomplishment and that is why for example how a child learns to sit, run or hold an object has implications for how the child understands space, co-ordinates thinking and holds a pencil (Kagan 1990).Strong body research links maternal and child health to school performance conditions such as low birth weight and poor nutrition have negative impacts on school preparedness and this is because children birth weight experiences higher rates of developmental delays, higher rates of poor school performance and are more likely to require special education (Adam 2004).

Early childhood educators time and time again insist on the importance of the physical well-being and motor development of the child. The dimension takes care of motor skills in children, healthy habits and senses. Motor skills include gross motor skills like running and jumping required for activities such as games and also for developing good relationships through everyday interactions for which mobility is of utmost importance. These skills demonstrate control, balance and co-ordination.

Fine motor skills on the other hand include activities such as cutting with scissors and fastening a button and they demonstrate hand-eye- co-ordination, strength, control and ability to manipulate objects. Healthy habits in children means that they understand how daily activities and health behaviors promotes overall personal health and safety. Children with well developed senses will be able to use them all and understand how they work together.

Social and Emotional Development

Social development is related to the child's social interactions with people such as teachers, peers, parents and other members of the community. It is the ability of the child to interact with others and their capacity to self regulates themselves. Emotional development on the other hand pertains to the child's feelings regarding self and others. It is the child's perception of themselves and their ability to interpret and express their own feelings. Children are dependant upon their interactions with peers and adults to construct sense of self and to view themselves as learners. As toddlers, children begin to notice differences among people and they willingly explore these differences as they mature. This natural curiosity about other people helps children develop a strong sense of identity and provides teachers and families with opportunities to associate schools and programmes with a child's home and community.

A child who is not secure in relating to others does not trust adults not motivated to learn. A child who cannot calm himself or be calmed enough to tune into teaching is not ready to learn. The emotional, social and behavioral competence of young children is a strong predictor of academic performance in school (Zero to Three Policy Centre; Raver 2002; Ladd and Birch & Buhs 1990). School success requires an understanding of the feelings and viewpoints of others, the ability to co-operate with adults and peers, emotional self-control and the ability to resolve conflicts constructively. Children who have difficulty paying attention, controlling negative emotions and getting along with others perform less well in school (Raver2002).

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Children who come to school curious, conscious of what behavior is expected of them, comfortable in seeking assistance and able to get along with others are more likely to perform better in school than children who lack these fundamental characteristics. On the other hand, young children with behavior problems are difficult to teach and if disliked by peers and teachers because of behavior quickly loose motivation for learning, withdraw from peers or face social rejection. Physically abused children for example will tend to be aggressive towards peers and they have difficulties with social relationships. Such infants and toddles have lower social competence, show less empathy for others, have difficulty recognizing others emotions and show deficits in language ability and school achievement. (Raver2002).

It is evident thus that the ability to form and sustain social relationships is central to a child's preparedness for school. (Kagan 1990) Evidence also shows that children who have formed secure attachments to parents and caregivers and secure and confident in exploring and mastering new challenges (Gesell 1940). Young children will therefore need a minimum level of social and emotional competence to successfully interact with others and benefit from the leaning environment in the school.

Approaches to learning

As early as infancy, children display some of the dispositions and styles of learning that lead to success in school. Some children seem to be born well-organized and bursting with initiative while others require more structure and encouragement as they discover their unique capacity as learners. As children transit from one level to another, therefore, teachers will be keen to observe children's inclination to use skill and knowledge. As children connect their learning each day to past experiences, they

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learn how to take intuitive to carry their knowledge and skills to a new level of mastery. A well planned learning environment will therefore contain carefully designed activities and teachers who participate as co-learners so as to promote in children a willingness to try new experiences and persistence in completing projects. (Orodho2003).

Children who are ready to learn will therefore be inclined to use skills and knowledge and portray attitudes whose key components are as follows; Persistence, Curiosity, Self-organization and Reasoning. Persistence in the child means that he or she shows initiative, accepts help, takes risks and works towards completing tasks. Self-organization means that the child can be able to establish goals, develop them and follow them through. When a child possesses reasoning, he or she is able to identify possible solutions to problems. (Orodho2003).

Language Development
The development of language in a child has to do with the child's acquisition of linguistic forms and the procedures for acts of expression and interpretation. It includes communication which involves listening, speaking, vocabulary and emergent print awareness which involves story sense, early writing and connections of letters to sounds.

A rich language environment has an essential impact on the rapid development of a child's brain that occurs during the first years of life. Children increases their language and communication skills by engaging in meaningful experiences that require them to effectively express their ideas and feelings, listen and understand others. Early regular reading to children is one of the most important activities a

parent can do with their children to improve their readiness for school Reading to children is related to positive outcomes including language development, emergent literacy and reading achievements.

Reading skills are critical to students who are in school and research shows that children who read well in early grades are far more successful in later years while those who fall behind reading often stay behind in academic achievement. Being able to read also opens the doors to learning about other subjects. Students who cannot read are more likely to be absent from school, exhibit behavior problems and perform poorly in school (Eshiwani 1993).

Language empowers children to participate fully in an education programme providing them with tools to interact with others and represent their thoughts and feelings. Educators should therefore respect and incorporate the rich diversity of families' language and dialects into the education environment as children make progress in speaking and understanding English. School readiness indicators for language development in a child are perceived to be as follows:

The child listens to and understands language expressed in the form of stories, songs, poems and conversation in general, the child waits and takes turns during conversation, the child listens to and understand English while maintaining home language, the child follows directions that involve multiple steps and the child speaks and communicates using both verbal and non-verbal language to express and communicate information. (Eshiwani 1993).

Cognitive and General Knowledge

Cognitive development involves the improvement in the way the child thinks, represents experiences mentally and uses these abilities to solve problems. It is the child's ability to perceive, organize, and analyze information provided by the social and physical environment. It consists of behavior such as attention, concentration, perception, memory, recall, appreciation, problem solving, and creativity. A child in pre-school is ideally in the intuitive thought sub-stage of pre-operational thought. He is starting to develop his own ideas about the world he lives in and even though he has difficulty in putting things in correct categories at least he has ideas even though simple of the happenings around him.

When it comes to general knowledge, children automatically develop ways to solve problems developing their thinking skills that are naturally used in daily life. Children are also captivated by the natural world and the questions thus that they ask are transformed into hypothesis about their world.

They use their senses and scientific tools to observe, collect and interpret data and draw conclusions. School readiness indictors under this domain will expect the child to be up to the following activities:

Demonstrate knowledge of the physical and natural world, count the groups objects and numbers, recognize and create shapes and be aware of position in space, recognize patterns, compare and me assurers' time and quantity, identify some letters and words in print and understand that spoken and written words have meaning and are associated(Mwaura2005).

2.4   FACTORS AFFECTING SCHOOL READINESS.

The early years of a child are quite critical to the formation of physical development, social behavior, personality and intelligence. There are however quite a number of factors that come into play at the level of the child and the wider environment that influence a child's overall development and readiness.

Economic Status

The economic status of both a country and a family is quite a fundamental concern for the same in relation to school readiness in children. Whether with respect of families, communities or countries, the lack of resources will undermine their capacity to adequately provide for children. Poverty tags along with it fatigue and general frustration adversely affects children's health, intellectual capabilities, academic behavior and achievement poverty means poor diets that result to poor behavioural cognitive development in infants and children. Damage from severe malnutrition is difficult to reverse after the age of 3 years. (Weitzman2003).

Research done states that throughout the developing world, one out of every four children under the age of 5 is underweight for children whose nutritional status is deficient, they are small for gestational age, how low birth-weight, and suffer from common childhood ailments and respiratory infections which could even be fatal. Malnourished children will be less engaged both in school and anywhere else for that matter or less active and have shorter attention spans than their well-nourished counterparts. As a result, malnourished children score lower in school and have less emotional control. They also have low levels of iodine, iron protein which are major nutrients.

This comprises their growth and immunity. results to chronic sickens and stunted growth impairs mental. social and cognitive development which in the end interferes with the overall educational attainment of the child. Consequently, seeing as these children are not quite ready for school they perform poorly and end up dropping out in droves. (UNICEF, 2006).

Language is the basic tool for thought, communication, reasoning and making sense of the world. Long before children learn to speak, their early interactions lay the foundation for language development. Children who live in poverty in their early years have the most part, significantly less variable interaction and begin school with fewer linguistic skills than peers from higher income backgrounds. Studies demonstrate that reading to pre-school children and the child's own direct experience with print all facilitative precursors for language development and reading success in school. Against the background of poverty, it may be quite difficult for children to get people to read to them seeing as poverty and illiteracy are quite related leave alone getting their hands on print material which costs money, which if is at hand has more pressing demands to meet such as food (Pikulsi and Templetion2004).

Home Learning Environment

Home learning environment can be defined as activities that help the child attain school readiness and include reading to children. teaching songs, poems and nursery rhymes. playing with letters and numbers, visiting the library, painting and drawing, having friends visit for play, taking children out for educative visits for instance to the museum and so on.

Findings emphasis that parents rich or poor, can set their children off to a good start through home activities that foster learning because in essence, what parents do with their children is more important than who the parents are (Syvia et al, 2004).

A caring and nurturing adult is paramount for a child's healthy growing and development. Sound child-caregiver relationships are typically characterized by children who are well-fed and kept safe and by consistent affection, stimulation, conversation, responsiveness and opportunities to learn about their world. Research indicates that support and warmth from a care-giver results in greater social competence. School-age children will therefore have fewer behavioral issues and better thinking and reasoning skills (WHO, 2004).

Strong and supportive care giving relationships make children more resilient and also cushion them against the ravages of deprivation, poverty and violence. This is the strongest and clearest explanation as to why some children who grow up in materially wretched conditions are nonetheless healthy and productive at school and in society and have good relationships.

ECD Programs

Quality childcare programmes maximize synergism between protection, good health and nutrition, supportive and affectionate interaction, stimulation and opportunities for exploring the environment. The positive influences of such programmes are far-reaching for the child way beyond just school readiness as benefits continue throughout the child's life.

There are several different measurers to assess quality of child care but generally we focus on the length of ECCE sessions, personnel ratios, qualification of personnel, ECCE facilities and auxiliary services and classroom.

However, studies from around the world demonstrate that children who participate in early childhood programmes do better in school, are healthier, and even later as adults are more economically productive, emotionally balanced and socially responsible. A study in East Africa tracked children who attended pre-school programmes and those who did not.

This study found out those advantages of pre-school participation continued into primary school through the three grades that were tracked (Mwaura, 2005; Mwaura and Nyamweya, 2006).

Similarly, a study carried out in Peru found out that nearly 60 percent more poor children who participated in pre-school. This is because ideally, pre-school is supposed to provide for all round developments of the child namely stimulation which is intellectual, physical, emotional and spiritual. This all round development is what makes a pre-school child to be termed as ready for school (Idaz-Carrol, 1999).

2.5   VARIABLES SHAPING SCHOOL READINESS

Stakeholders of Early Childhood agree that efforts to improve school readiness must address a number of interrelated components that will be discussed briefly. This components in reality are what influence teachers perceptions on school readiness.

Child

Since a child is born, he or she quickly learns a variety of things. Children need a wealth of support to thrive and grow to independence. This includes good nutrition

and health care for their developing bodies; loving attentions and nurturing from parents and caregivers to help them develop self esteem and healthy relations and stimulations through language and play to help children learn how to speak, listen and understand their relationship to the world around them. All these factors work together to prepare a child to enter school ready to learn and succeed. A child's school readiness will therefore be based upon ones maturity physically and the skills that they have mastered in the following domains: social and emotional development; approaches to learning; language development; cognitive and general knowledge. Regardless of the age at school entry, it is critical that a child's education address all the domains of child development Republic of Kenya 1999).

Family

One of the greatest predictions of a ready child is a ready family. This is because both parents and caregivers are the child's primary teacher, model and provider. The family thus is one major component in shaping children's early development. To grow up secure and ready to learn, children need a safe, warm place to sleep, enough daily food and loving and nurturing parents and caregivers who will support and care for them. Such a home is one free from child abuse and neglect. Children coming from such homes well nurtured and are therefore considered healthy, are emotionally stable, confident, active, attentive, and are able to communicate their needs feelings and thoughts. Such are the children perceived to be ready for school by teachers. Strengthening families is one major approach that the community should take so as to enhance children's readiness for school. (Orodho2003).

School

Schools must be prepared to receive children and to create a climate for academic achievement. Not only should schools be clean, in good repair and properly equipped but they also need to ensure that children are in small classes with the best teacher student ratio for early learning. Schools can also play a positive role in increasing the rate of parent involvement in their children's education leading to a child's greater school success. Schools should also ensure that proper transition practices are in place so as to enhance school readiness of children seeing as transition and readiness are closely linked. Such practices include ensuring that information and evaluations on individual children are transferred to the pre-school. Ready schools are about the readiness and capacity of schools to receive young children and to provide the highest quality learning environment (Currie2001) end up attending under-resourced and low-performing schools. Interventions for children and families identified as at-risk benefit when programmes are comprehensive, intensive and work with the family as well as the child. High quality childcare and education programmes, access to good nutrition and health care and support programmes like libraries and recreation centre all contribute to ready communities that support children and families (Currie2001).

2.6   FACTORS THAT INFLUENCE SCHOOLS READINESS

How readiness is defined and measured is much less universally established. With many forces guiding education, it is difficult to determine who will accurately define readiness and state when a child is ready to embark a formal education. Depending on whom one is, one is likely to get a different answer based upon ones underlying beliefs and motivations about children, learning and the role of Early Childhood Education. However, there is a view that children learn better if the expectations of

good home environment and pre-school teachers are closely aligned. As such, children's success is partially influenced by teachers' academic, personal and social achievements, and the extent to which these groups share common beliefs in this area (Republic of Kenya1999).

There are two predominant beliefs regarding school readiness. According to the maturational concept, the responsibility for readiness rests within the children and that children will in most cases given time become ready for school. Biological forces thus determine school readiness or when a child's developmental age is adequate for educational purposes (Gessell 1940). The interactionists' concept on the other hand, states that all children are ready to learn in school based upon internal knowledge and the external world as all children posses' innate knowledge. Readiness is therefore not an issue as all children are ready to learn. The burden of readiness is therefore placed upon both the child and the school but particularly on the school which should work with children at their current level of skills (Decos1997).

Teachers are important points of reference as they are with youngsters' everyday, watching their reactions, observing their relationships with others and noting their struggles and success. Teachers, especially the sensitive and seasoned ones will have a keen and almost intuitive understanding of children's needs. It is therefore in order to consider findings of studies that have been taken on school readiness.

Majority of teachers believe that readiness should not only be identified at the local level. Readiness is highly influenced by the interaction among children, families and schools. A child is said to be ready for school if the child comes from a ready family and is being absorbed into a ready school. A child will therefore have to have been exposed to consistent stable adults who are emotionally invested in them; to a

physical environment that is safe and predictable; to regular routines and rhymes of activity; and to materials that stimulate their exploration and enjoyable of the object world (Brunner1986). A number of studies have been carried out where the main objectives have been to gather child's readiness. These studies rely mainly on survey data and have used teachers as their main respondents. Question items have been prepared to generate child readiness items. After the survey and interview results have been taken. agreement on how the concept of child readiness is viewed and organized has been remarkable across the groups coinciding quite well with several of the readiness domains.

The three top quality teachers consider essential for school readiness are that a child be physically healthy, rested and well nourished; be able to communicate needs. wants and thoughts verbally; and be enthusiastic and curious in approaching new activities. A majority of the teachers also place significant importance on the child's ability to follow directions. not being disruptive in class, being sensitive to other children's feelings and the ability to take turns and share. Generally, findings from these studies and other readiness research indicate that teachers perceive social-emotional development, language and communication. dispositions towards learning, physical health and well being and school related behaviours most important to readiness for school success. These results suggest that teachers perceive that children who are healthy and can get along with others, who can communicate their wants and needs. and who are self-regulating in the school environment have the necessary foundation for academic learning. (Republic of Kenya 1999).

Yet another survey regarding children's readiness of children was carried out. A total of more than 20,000 teachers were surveyed and one of the central findings was that teachers claimed that about a third of the nation's children are not ready for school. Compared to children enrolled five years ago, 42% of the teachers said that the situation is getting worse while only 25% of the teachers said that things are getting better. These findings continue to beg the questions of the meaning of "ready to learn" and what readiness entails. (Brunner1986). Probably thus, definitions of readiness, must take into account the settings, context and conditions under which the child acquires skills and is encouraged to learn. Consequently, assessments of readiness should incorporate data collected over time from the child, teacher and parents.

There also arises too the fact that there occurs differences in school readiness. Whilst teacher A would consider a particular child ready for school, teacher B may consider that same child is not yet ready for school. These differences will be based on influences such as the teacher's prior dispositions, the teachers' status, the teachers' personal experiences, the teachers training and the teachers' beliefs. Teachers for example in schools with high levels of poverty may be more concerned with a child's ability to take turns and share as an indicator of school readiness whereas another group of teachers in an urban setting may be more concerned with a child's knowledge of the English language.

2.7   THEORETICAL FRAMEWORK UNDERPINNING THE STUDY

Brofenbrenner's Ecological Theory

Brofenbrenner has been the primary contributor to the ecological system theory. This ecological theory defines four types of systems which contain roles, norms and rules that shape development. The study will use the macro- system which is the larger cultural context. This theory states that as a child develops, the interaction within these environments becomes more complex and this interaction will either help or hinder continued development.

Child readiness for school will take place through processes of progressively more interaction between an active child and immediate environment. The child is at the centre of this model and the most important settings is the family where he spends most of time. A child's readiness for school will be determined by what the child experiences in the settings he or she finds himself in. For example, is someone showing the child how to behave? Is someone talking and reading with the child? Is the child being fed well?

The stability or instability of family life plays a big role in determining a child's readiness for school. Without proper nurture from adults and caregivers, children will not develop well physically, socially and cognitive domains that are crucial in ascertaining school readiness in children.

In relation to school readiness of children, teachers put more emphasis on the social domain whereas many parents emphasis on academic readiness. Unless therefore these parents and teachers communicate between each other frequently and effectively they end up having different expectations of school readiness and this means that the child ends up getting caught in between.

Other environments where the child does not spend time can also affect the power of proximal processes that influence school readiness. These can include immediate factors like the parents' whom the children's learn from and contribute towards readiness. Given the focus of Bronfenbrenner theory he assumes that children are greatly influenced by their environments and they also play and active role in their own development. In short Bronfenbrenner asserts that both nurture and nature have significant effects on development. (Bronfenbrenner1998). The macro system which is the child's larger cultural context will also help to explain school readiness. Parents and caregivers are tending to have little time to talk and listen to their children.

As a result, some parents are loosing connection with their children and this inhibits development of the socio-emotional domain in children which is a crucial component in school readiness. These children will lack role models in their parents and this will impact heavily on their emotions and behavior.

Bronfenbrenners ecological theory of development indeed has proven beneficial in providing insight into all the factors that play a role in school readiness of children. It also shows how all these factors are intertwined and impact the readiness cycle.

2.8   CONCEPTUAL FRAMEWORK

Child

- Age
- Gender
- Health
- Peer Influence

Family

- Age
- Gender
- Marital status
- Socio-economic
- Education

School

- Teacher education (Professional training)
- Facilities(classroo m structure)
- Class size
- Age of other children

Readiness

- Positive entry behavior
- Able to communicate
- Well fed
- Motor development

- Participate in school programmes (learning).
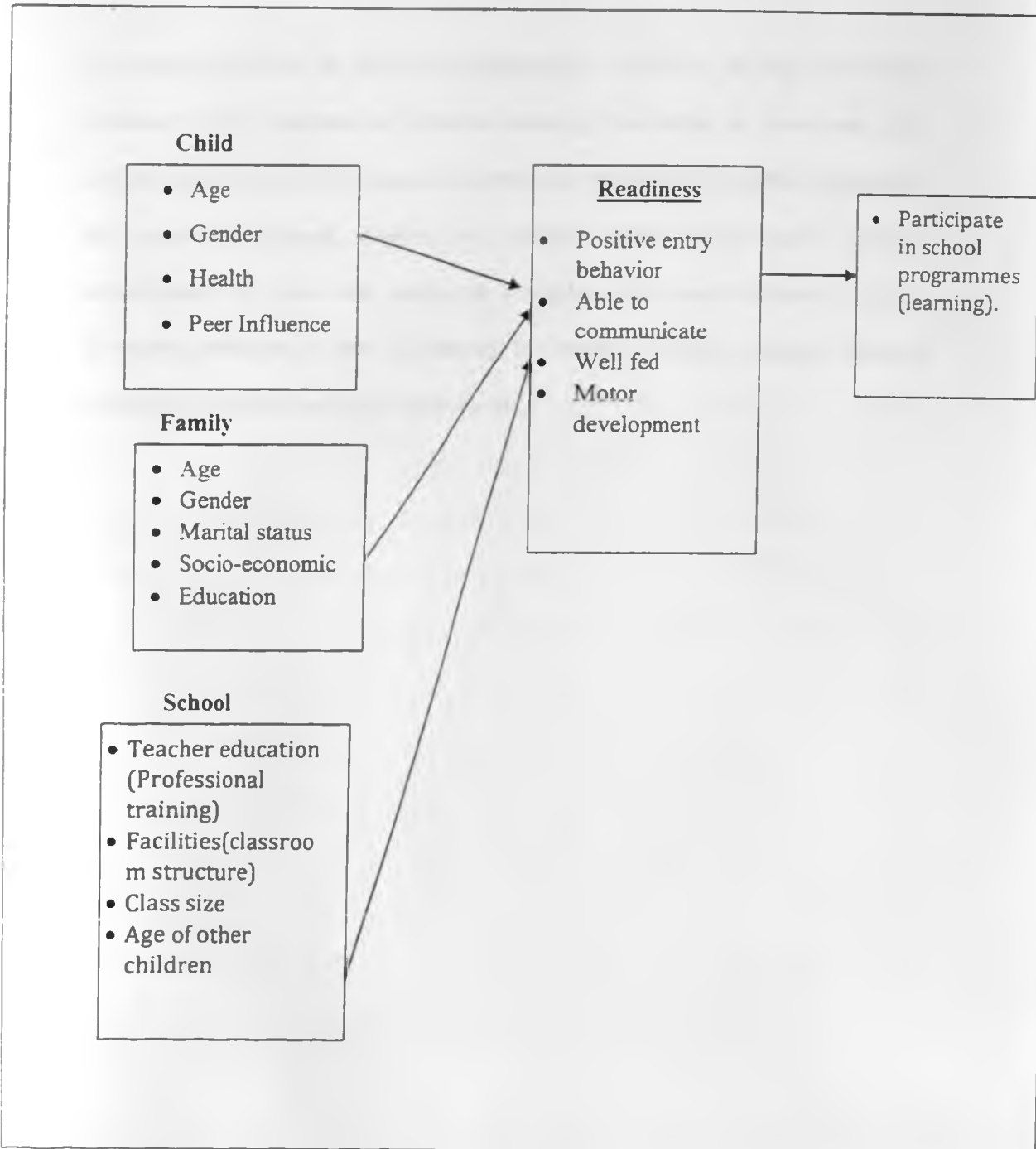
Source: Own concept

This study identified the following independent variables as the one that directly influence school readiness of children transiting from home to pre-school child, family; and school .A child is said to be ready for pre-school if the child is physically and emotionally sound, exposed to consistent stable adults and a physical environment that is safe and predictable to regular routines and rhythms of activity. However, readiness is also influenced by teachers' beliefs, training, personal experiences and teachers' prior dispositions.

CHAPTER THREE

METHODOLOGY

3.0   INTRODUCTION

This chapter comprised of the research design, the study population, sampling procedure, research instruments, validity of instruments, pilot study, and reliability of the instruments, data collection procedure and data analysis techniques.

3.1 RESEARCH DESIGN

This study used descriptive study which is a method that involves collecting information from members of a targeted population and administering observation and questionnaire so as to determine the current status of that population with respect to one or more variables (Mugenda and Mugenda 1999). The study therefore sought to determine respondents opinions, attitudes and ideas towards the determinants of readiness of children transiting from home to pre-school in Kabete Zone where by factors concerning readiness were gathered by looking into background information of the respondent and the school.

3.2   STUDY POPULATION.

According to (Mugenda and Mugenda 1999) target population is defined as all members of a real or hypothetical set of people; events or objects to which an investigator wishes to generalize the results of the study. The target population for this study included head teachers of the pre-schools, parents' teachers and preschoolers of Kabete zone. Out of 42 pre-schools 8 schools were used to represent the entire zone.

3.3 SAMPLING PROCEDURE

A sample is a subject of the target population which the research intends to generalize the findings (Mugenda and Mugenda 1999). Inorder to get a representative sample for the study, simple random sampling was used to sample respondents in Kabete zone so as to investigate readiness of children in the zone.To enable all the teachers in the defined population have equal and dependent chances of being selected; names were written down on pieces of paper folded put in a box and shuffled. From the cluster of sheets, 8 pre-schools and 8 headteachers were selected to represent the entire population. From each of every population, schools and teachers were selected as respondents.

3.4 RESEARCH INSTRUMENTS

The study used three research instruments. Parents were interviewed. The other instruments were questionnaire which contained structured questions. The second section required the teachers input on school readiness.

The other instrument was observation schedule. The researcher visited the school and observed attitudes and emotions of the children and recorded.

3.5 VALIDITY OF INSTRUMENTS

According to Mugenda and Mugenda (1999), validity is the accuracy and meaningful of inferences which are based on the research result. To enhance content validity, an expert in the field of Early Childhood Education was asked to appraise the instrument. The ratings and comments from the expert assisted in improving the instrument external validity. In this study the instrument included the questionnaire, interview schedule and observation schedule. Then a pilot project was conducted to pre-test its

validity. During the pilot study, the instruments were discussed with the respondents so as to establish their suitability, clarity and relevance for the purpose of the study. Inappropriate question items were discarded so as to improve the quality of the research instrument. Schools used in the pilot study were not used in the main study.

3.6   PILOT STUDY

The researcher conducted a pilot study in order to pretest the instrument just before the final data collection. Then the researcher visited one sampled pre-school where the instruments were administered. After sometime, the instruments were collected. The pre-test was done to test the validity and reliability of the data.

3.7   RELIABILTY OF INSTRUMENTS

Reliability is the measure of the degree to which a research instrument yield consistent result after repeated trials Mugenda (1999) to ensure reliability internal consistency technique was used. The test-retest method was used where by questionnaire were administered to respondent to comment on readiness for pre-school children in Kabete zone.

A time lapse of a week was given before the questionnaire were administered again. Afterwards the correlation coefficient was obtained so as to determine the reliability of the questionnaires.

3.8   DATA COLLECTION PROCEDURE

Before the collection of any data from the target population an authorization letter was sought from the University of Nairobi, department of educational communication

and technology to help the researcher to be allowed to collect the expected data in the schools she was going to sample. After that the researcher contacted the District Education Officer D.E.O to seek permission for conducting the study before the commencement of data collection. The Head teachers and the teachers of the sampled schools were informed so as to give permission to the researcher to conduct the study. The questionnaires were administered directly during the piloting and also during the final study. Finally the completed questionnaires were collected after sometimes. This procedure was appropriate because the respondents were easily accessible. This ensured high response rate. Questionnaires were filled by teachers regarding pre-school readiness in Kabete zone.

3.9 DATA ANALYSIS TECHNIQUES

Data analysis is the process of bringing meaning to raw data collected (Mugenda and (1999). The data collected was recorded and computed. Coding was done by assigning numerals so that responses would be put into limited number of categories. The data was tabulated to facilitate the summations of the items and the detection of the errors and omission. After each table, a summary of the findings were shown. The qualitative data was analyzed using descriptive statistics method. The results were calculated using frequencies mean mode, percentile and standard deviations in order to determine the proportions scores and the variances of each set of score in the sample. Qualitative data were coded separately but organized into themes then assigned a code for each theme; the frequencies of their occurrences were computed.

CHAPTER FOUR

RESULTS FINDINGS:

4.0   INTRODUCTION

This chapter focused on the questionnaire returns number. demographic information of the respondents, presentations, interpretation and discussions of Findings. The presentations were done based on the research questions. Items addressing the same research question were grouped and discussed together. Tables were used to present data while frequencies (f) and percentages (%) were used to discuss the findings.

4.1   QUESTIONNAIRE RETURN NUMBER

Completion number is the proportion of the sample that participated as intended in all the research procedures. Out of all the questionnaires issued to the respondents, all of them were returned. Therefore this was deemed adequate for the study.

Table 4.1 Distribution of head teachers by gender and academic qualification of the teachers:

GENDER			ACADEMIC QUALIFICATION		
	Frequency	%		Frequency	%
Male	1	12.5%	Certificate ECE	4	50%
Female	7	87.5%	Diploma ECE	4	50%
Total	8	100%		8	100%

Source: Survey Data

Table 4.1 shows that 7(87.5%) of the teachers were female, while (12.5%) of the teachers were male. It also shows that 50% of the teachers had certificate in Early Childhood Education. It was also noted that 50% of the teachers had diploma qualification in Early Childhood Education. When teachers are well trained they are prepared to receive children and create a climate for academic achievement to preschoolers.

This is because early childhood education plays a crucial role in laying foundation for further education in character formation. Table 4.1 shows 87.5% were female while male teachers were 12.5%. Assuming that female teachers influence child development more fundamentally than men in developing parental community, this would probably be the reason why 87.5% were female since they play a significant role in enhancing child readiness. However, teachers were well trained to identify the pupils' readiness as supported by table 4.1 with 50% having diploma qualification and 50% with certificate qualification in early childhood education.

4.2 DEMOGRAPHIC INFORMATION OF THE PRE- SCHOOL TEACHER

The demographic information of the teachers was based on gender, age, duration in the current school. Data indicating their gender is presented in Table 4.2.

Table 4.2: Distribution of teachers according to their teaching experience (Tenure)

Duration	Frequency	Percent
1 - 5 years	4	50.0%
6 - 10 years	2	25.0%
11 - 15 years	1	12.5%
15 years and above	1	12.5%
Total	8	100.0

Source survey data

Data shows that majority 4(50.0%) of the teachers had been teaching in pre school for a period between 1 and 5 years. 2(25.0%) of the teachers had been teaching for a period between 6 and 10 years while 1(12.5%) had been teaching for more than 11 years.

The findings indicated that 4(50%) of teachers had been teaching for a considerable duration of time (over six years) hence and were able to provide information based on school readiness of children transiting from home to pre-school.

As part of the strategy to attract and retain qualified and motivated ECD teachers for a longer duration of time. there is need for the government to develop and implement a scheme of service for ECD teachers. The scheme would specify their terms and conditions. should also encourage private providers to develop or sustain attractive terms and condition of service for ECD teachers.

Education takes place not in a vacuum but in a context. the environment in which it takes place presents various demands and challenges. These are favorable conditions and hindrances which work for or against the provision of ECD education.

However. according to (Currie,2001) research revealed that school must be prepared to receive children and create a climate for academic achievement not only should schools be clean and with experienced teachers but also need to ensure that children are in small classes with the best pupil for early learning.

4.3 DEMOGRAPHIC INFORMATION OF THE PARENTS

The demographic information of the parents was based on age, occupation and the level of education.

Table 4.3: Distribution of parents by age

Academic qualification	Frequency	Percent
20 – 29 years	1	12.5
30 – 39 years	6	75.0
40 – 49 years	1	12.5
Total	8	100.0

Source: Survey Data

Data indicating their age is presented in 4.3

Table 4.3 shows that parents 6(75.0%) were aged between 30 and 39 years, 1(12.5%) of the parents were aged between 20 and 29 years while the same number were aged between 40 and 49 years.

The analysis obtained indicate that majority of the parents were of middle age (30-39 years). Parents who are less than 19 years are less likely to have the parenting experience needed for healthy child development and readiness.

Research done states that throughout the developing world one out of every four children under the age of five is under weight. For children whose nutrition status is deficient they are small for gestational age and suffer from common childhood alignments' and respiratory infections which could even be fatal.

Malnourished children will be less engaged both in school and anywhere else for that matter or less active and have shorter attention spans than their well nourished counterparts. As a result malnourished children score lower in school and have less emotional control. They also have low level of iodine, iron, and protein, which are major nutrients. This comprises their growth and immunity results to stunted growth, mental, social and cognitive development which in the end interferes with the overall

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educational attainment of the child. Consequently seeing as their children are not quite ready for school they perform poorly and end up dropping out in droves (UNICEF2006). Parents who are between (30-39 years) were most likely to have better skills for preparing their children on readiness

Table 4.4: Parents' level of education

Level of education	Frequency	Percent
Secondary	3	37.5
College	4	50.0
University	1	12.5
Total	**8**	**100.0**

Source: Survey Data

Table 4.4 indicates that 4(50.0%) of the parents had college education, 3(37.5% of the parents had secondary education while only 1 (12.5%) had attained university education.

The analysis recorded that parents had attained standard level of education. Educated parent would help their children in provision of high quality child care and education programme that would improve child readiness. They would also be able to improve the nutrition and health status to their children. A report from (National Action Plan on Education For All 2003-2015) had reported that educated parents develop children's self confidence free expression and social values that help them to appreciate other peoples view and need. Table 4.4 above support that parents had attained standard level of education that would help them to develop integrated nurture of children's affective, cognitive and physical attribute which is most likely to enhance school readiness.

4.5 DEMOGRAPHIC INFORMATION OF THE HEAD TEACHER

The demographic information of the parents was based on gender. and the duration in the pre- school.

Table 4.5: Distribution of the head teacher according to gender

Gender	Frequency	Percent
Female	7	87.5
Male	1	12.5
Total	**8**	**100.0**

Source: Survey Data

Data indicating their gender is presented in Table 4.5

Table 4.5 shows head teachers 7(87.5%) were female while only 1(12.5%) of the headteachers were male. Head teachers should establish good communication between parents and pre-school teachers. This can be achieved by organizing open days meeting to discuss issues concerning child development.

Good parenting is needed for healthy child development and school readiness. Schools play a positive role in increasing the rate of parent involvement in their children's education leading to a child's greater school success.

A particular attention should be given to empower both male and female teachers at all level of the programme. This would enhance readiness since teachers would feel empowered and motivated.

Table4.6: Distribution of the headteachers according to the tenure in the current pre- schools.

Duration	Frequency	Percent
Less than 2 years	2	25.0
2 - 5 years	5	62.5
More than 5 years	1	12.5
Total	8	100.0

Source: Survey Data

Data on the duration of the head teachers in the current pre- school is tabulated in table 4.6 Data shows that 5(62.5%) of the headteachers had been in the current school for between 2 and 5 years, 2(25.0%) of the headteachers had been teaching for less than 2 years while 1(12.5%) had been in the current school for more than 5 years. The highest percentage number of teachers 5(62.5%) had been teaching for a maximum duration of five years. It is most likely that after they gain experience in leadership, they quit teaching to seek for other greener pastures elsewhere. If the government would increase training opportunities to all existing and prospective preschool teachers, this would retain them in their school for a longer duration. Other head teachers 2(25%) had taught for a duration of less than two years. Teachers, who had been head teachers for more than five years, registered the least percentage i.e. (12.5%) since probably they lacked other alternatives to seek other jobs elsewhere age been one of the factors.

The government should intensify in service training for ECD teachers on area concerning school readiness. It should also employ all ECD teachers to public primary schools. This would help to retain teachers in their professions for a longer

duration of time so as to enhance readiness of children as they transit from home to preschool.

4.7 SCHOOL READINESS OF CHILDREN

Schools should ensure that proper transitional practices are in place so as to enhance school readiness of children seeing as transition and readiness are closely linked. Such practices include: ensuring that information and evaluation on individual children are transferred to pre-school. Ready schools are about the readiness and capacity of schools to receive young children and to provide the highest quality learning environment.

Table 4.7: Head teachers' responses on the enrolment of ECDE total learners

Number	Schools	Percent
54 pupils	1	14.87%
23 pupils	2	6.3%
31 pupils	3	8.5%
34 pupils	4	9.3%
44 pupils	5	12.1%
45 pupils	6	12.3%
46 pupils	7	12.6%
86 pupils	8	23.69%
Total 363	8	100.0

Source: Survey Data

To determine the school readiness in preschool head teachers were requested to indicate the total enrollment at the ECDE. They indicated as presented in table 4.7 Data indicated that different ECDE centers had different number of children ranging between 23 and 86 learners. Table 4.7 shows that 86 pupils registered a satisfactory percentage of (23.69%) the same table 4.7 shows great disparities with the number of pupils who registered low percentages i.e. 23(6.3%) and 31(9.3%) pupils enrollment. The reason for the above disparities would be that different families and communities participation in their children's programme. Readiness greatly gives attention to the role of parent and communities bodies charged with responsibilities for various aspect of children's programme. The head teachers with the highest enrollment were most likely from public school which gets support from the government through the free primary education. This would therefore result on high enrollment because of a possibility of incorporating ECD within the free primary expenditure. hence less payment which would attract the parents.

However. a report from (source: Economic Survey 2003) found that, low level of funding (14.11%) from ministries development expenditure ECD account detracts from the crucial role of ECD in societal development as most of it does not even reach the centers but it is used for ECD administration at the head quarters. About 80% of the ECD centers are financed by parents association while the rest are financed by other sponsors such as local government authorities as well as welfare organistions and private entrepreneurs. In such cases, the enrollment is low. E.g. (6.3%) and (9.3%) because of the school fees charges, According to (Ngaruiya, 2006) the main objective for preschool programme is to build strong foundation, cognitive, socio-emotional and healthy development that will enable the child to maximize his or her learning potential upon entering preschool. He further reported 65% of children in

Kenya and especially from poor household do not access quality preschool programme. As a result, their capacity to learn is diminished since they lack appropriate care. A lot of emphasis should be placed on developing capacities of families and communities to actively participate in children's programmes.

Parents and communities would therefore give attention for various aspects of the children's programmes. Therefore, if the government would integrate ECD as an integral part of primary education and increase budgetary allocation to the ECD subsectors, enrollment would not register disparities as proven by table 4.7 with low levels such as, (12.1%),(12.3%),(12.6%) and (14.87%).

If this can be achieved access to educational preschool programme would impact on child readiness and positive outcomes academically would be realized.

Table 4.8: the parents' opinion on enrolment:

Responses	Frequency	Percent
It lays the foundation of the children	2	25.0
Age	1	12.5
Activities done in pre- school	2	25.0
Need to secure good education	3	37.5
Total	8	100.0

Source: Survey Data

The findings shows that 3(37.5%) of the parents enrolled their children in pre- school to secure good education. 2(25.0%) enrolled them due to the activities done in pre-school, the same number enrolled them as pre- school lays the foundation of the children while 1(12.5%) of the parents said that it was due to age that they enrolled

their children to pre- school when they had an option of taking them straight to standard one.

The analysis recorded that 3(37.5%) of the parents had enrolled their children to secure good education. While 2(25%) agreed on the same as it lay foundation of the children. They provide them with balanced diets that improve their readiness. They also train them to do things for themselves e.g. feeding dressing and washing their hands. Other parents 1(12.5%) had enrolled their children since they had attained the required age for joining preschool. The early childhood education is concerned with the children of those between 3-6 years of age. Most children were under this age category and had been prepared for schooling. This is supported by table 4.8 above.

Analysis further recorded that before child joins pre-school they should be allowed to join similar gatherings for children. School readiness includes much more than developing fundamental cognitive and language skills. Other parents 2(25%) had enrolled their children due to activated done in preschool. Early childhood educators insist on the importance of the physical well being and motor development of the child. Fine and motor skills activities done are healthy habits that promote school readiness this would be the reason why some parents enrolled them for preschool.

Table 4.9 Teachers opinion on why parents brought children to school before the recommended age

Response	Frequency	Percent
To secure good education	6	75
To socialize with other children	2	25
Total	8	100.0

Source: Survey Data

The teachers were further asked whether they had parents bringing their children to school before the recommended age. The data is tabulated in table 4.9 Data shows that majority 6(75.0%) of the teachers said that they had them while only 2(25.0%) of the teachers said they had no such parents.

Teachers further reported that those parents who brought their children at young age was most likely that some lacked extended family to take care of the small children, other parents were employed and they work from dawn to dusk and did not have somebody to leave with the children. Other parents lacked the facilities to maintain the tender age of the children which they come to find at the pre- schools. All the teachers 8(100.0%) said that parents play a role in preparing children for pre school. This was because those parents who were preparing their children to pre- school stops breastfeeding them, they provide food, school fees for them, they shows them how to put on their cloths and they contribute towards the pre- school readiness.

Table 4.10 head teachers' responses on whether all the children had reached the recommended age

Response	Frequency	Percent
They were of age	6	75
They had not attained age	2	25
Total	8	100.0

Source: Survey Data

The head teachers on the other hand were asked to indicate whether all the pre- school children had attained the school going age when they joined pre- school. Their responses are presented in table 4.10 data shows that 6(75.0%) of the headteachers said that the children had attained the school going age while 2(25.0%) of the headteachers said they had not attained. Majority of parents enrolled their children in

pre-school since they had readily prepared them for school. They were physically healthy, rested and well nourished was one of the indicator of child readiness. This therefore concur with report (Orodho,2003) who stated that family is one major component in shaping children's early development which help them to grow up when they are ready to learn. This has been supported by the findings as shown by the above table 4.10

Table 4.11 Teachers' responses on whether they were able to handle the large or small number of children

Response	Frequency	Percent
Yes	6	75
No	2	25
Total	8	100.0

Source: Survey Data

The teachers were asked to indicate whether they were able to handle the number of children in their class. The data is presented in table 4.11 Data shows that 6(75%) of the teachers were able while 2(25%) were not able to handle them. Teachers said that the pupils were very many and at tender age, the teachers also lacked to give individual attention. The teachers who were able to handle the children 6(75%) had grouped the children according their abilities. There was a major challenge on individual attention among children due to the large number of children.

Where there were small numbers of children in class, children covered the syllabus and understood the concepts quickly.

Table: 4.12 Teachers opinion on readiness

Number	Frequency	Percent
Very ready	i	12.5
Not Ready	6	75.0
Ready	1	12.5
Total	8	100.0

Source: Survey Data

The findings on how the teachers number the children readiness to pre- school is tabulated in table 4.12. Data in table 4.12 shows that 6(75.0%) numbered the children readiness to pre- school not being ready, while 1(12.5%) of the teachers numbered it being very ready and the 1(12.5%) of teachers said children were ready.

The analysis showed that poverty during childhood would have played a negative effect on children health and development, making them not ready for school as supported by 6(75%). Access to health care and quality care is important as it impact on child readiness to school. The analysis obtained implies that one of the greatest predictions of a ready child is a ready family. This is because parents and care givers are the child's primary teacher's model and provider. The family thus is a major component in shaping children early development to grow up. Children need a safe, warm place to sleep, enough daily food, loving and nurturing Parents and care givers who will support and care for them. This concur with (Rhode Island Kids Count 2002) that children who are healthy, emotionally stable, confident, active, and who are able to communicate their needs and thoughts, are perceived to be ready for school by teachers. Strengthening families is one major approach that the community should take so as to enhance children readiness for school.

Table 4.13: Teachers measures to establish the children readiness

Measures	Frequency	Percent
I train the children to socialize	1	12.5
I train them to feed themselves	2	25.0
I introduce all sounds well so that they have reading skills	1	12.5
Helping them to be independent	2	25.0
I give them simple exercises and interviews	1	12.5
I train to express themselves by saying their names	1	12.5
Total	8	100.0

Source: Survey Data

The teachers were further asked to mention the measures they use to establish the children readiness. Data is tabulated in table 4.13 Data in table 4.13 shows that pre-school teachers had various measures to establish the children readiness. for example 2(25.0%) of the teachers train the children to feed themselves and help them to be independent. 1(12.5%) of the teachers train the children to socialize, introduce the children to all sounds well so that they have reading skills, they also give them simple exercises and interviews and they also train them to express themselves by saying their names.

The analysis obtained implies that children's previous knowledge social cultural economic status and experience matters before enter pre-school. Teachers agreed that a healthy child is also ready for school they have energy to participate actively in school activities, thus enhancing school readiness.

Parents should therefore prepare their children for preschool by ensuring that they can do simple things for themselves before they enter preschool e.g. Feeding, dressing,

and washing their hands. They should also expose them to people outside the family circle. This would prepare the child to cope with strangers in school (other children and teachers). A few months before a child joins pre-school parents should prepare him or her by telling them "you are now a big boy or a girl so I will take you to pre-school" this would help them to get along with other children.

Table 4.14 Head teachers' responses on whether the parents' level of education affected readiness of children transiting from home to pre- school

Response	Frequency	Percent
Yes	7	87.5
No	1	12.5
Total	8	100.0

Source: Survey Data

The study further sought from the head teachers whether level of education of parent's affected readiness of children transiting from home to pre- school. Data is presented in table 4.14 the findings shows that majority 7(87.5%) of the headteachers were for the opinion that the parents' level of education affects readiness of children transiting from home to pre- school. The responses of the headteachers were in agreement to that of the teachers who said that the education level of parents affect readiness of children transiting from home to pre- school and the community around the school viewed prior readiness of children transiting from home to pre- school in terms of good health, cognitive development. Age was useful while 1(12.5%) of the headteachers disagreed with the statement.

The headteachers said that the community which valued their children had established several pre- schools and a feeding programme; they take their children to health clinics before they enroll them to pre- schools and they feed them healthily. One

(12.5%) of the teachers said that some parents do not know the importance of education, uneducated parents did not take care for child immunization, the level of reasoning of parents value as the educated parents expose their children to basic learning skills and they brings the child when he is at the right age at the school.

When the parents were asked whether they find pre- school education necessary for young children, all of them 8(100.0%) said that they find it necessary as it helps children to be prepared to adulthood life, it also lay good foundation of the child, the children adapts to change of environment, they learn how to behave with strangers and they learn basic skills at school. Parents therefore play a major role in matter concerning readiness.

Table 4.15: Parents responses on the problems that they face when taking their child to school

Problems	Frequency	Percent
Poor background of the families	2	25.0
Lack of enough school fees	2	25.0
School bus breaking down	2	25.0
N/A	1	12.5
Difficulties in waking the child early in the morning	1	12.5
Total	**8**	**100.0**

Source: Survey Data

Parents on the other hand were requested to indicate the problems they encountered when taking their children to schools. Their responses are presented in table 4.15 the findings shows that 2(25.0%) of the parents faced problems of poor background of the families and lack of fees, the same number indicated that there was a problem of breaking down of the school bus while 1(12.5%) of the parents said that they faced

difficulties in waking the child early in the morning. When the parents were asked if their children cried in the morning when they were taking them to school. majority 5(62.5%) of the parents said they cried when they have not carried food, other children felt that their parents should accompany them all the time. sometimes the parents were forced to wake them early in the morning while 3(37.5%) of the parents said their children never cried as every child in the family was going to school. their children also found the school environment very friendly as they liked the teachers and liked to play with other children.

All the teachers 8(100.0%) said that they faced challenges relating to children unpreparedness prior to preschool as some children are slow learners. some had home sick and they refuse to talk, some pre-school children were not able to express themselves. However, both teachers and parent should work together as a team in laying firm foundation on children so as to enable them to be ready for school.

Factors that influence school readiness

The parents were asked to indicate the factors that most affected the pre- school children when adjusting to school life.

Table 4.16: Parents responses on the factors that affect the pre- school children when adjusting to school life

Factors	Frequency	Percent
Long distance	2	25.0
Age and the environment	1	12.5
Meeting with unknown people, programmes and activities	1	12.5
Time to attend school	2	25.0
Adjusting to many subjects	1	12.5
Some children are not socially ready	1	12.5
Total	8	100.0

Source: Survey Data

Data is tabulated in table 4.16 The findings shows that 2(25.0%) of the parents said that long distance and time to attend school affected the children while 1(12.5%) of the parents said that age, environment, strangers at school and adjusting to many subjects affected the pre- school children when adjusting to school life.

The parents suggested that in order to help children adjust faster to schools life, friendly environment at school should be enhanced, children to be prepared early while at home, trained teachers should be employed for the children and provide variety of playing materials, the parents also said that children should be taken for regular visits to be familiar with different environment and people. Generally, findings from the study indicates that teachers perceived socio-emotional development, language and communication, disposition towards learning physical health and school related behavior to be most important for readiness and school success. This is in agreement with a report noted by (Republic of Kenya, 1999) which also revealed that children who are healthy get along with others, can communicate their wants and are self regulating in school environment to have the necessary foundation for readiness and academic learning.

Table 4.17 Teachers opinion on the factors that influence school readiness

Statement	Strongly Aagreed		Agreed		Disagreed		Strongly Disagreed		Undecided	
	F	%	F	%	F	%	F	%	F	%
Children are able to use toilet	1	12.5	6	75.0	1	12.5				
children are able to socialize the first say they come to school			3	37.5	2	25.0	1	12.5	2	25.0
Children are able to communicate with each other	1	12.5	6	75.0					1	12.5
Children are well fed as they come to school			6	75.0	1	12.5			1	12.5
Children's entry behavior is positive to learn	3	37.5	2	25.0	2	25.0	1	12.5		
Children have grown to maturation			4	50.0	3	37.5			1	12.5
Children are able to play together	1	12.5	4	50.0	3	37.5				
Children are able to share play things with each other	1	12.5	4	50.0	3	37.5				
Children do not cry unnecessary at school			5	62.5	1	12.5	2	25.0		
Children have motor development	1	12.5	2	25.0	2	25.0	1	12.5	2	25.0
Children area able to follow teachers instructions	1	12.5	5	62.5	1	12.5			1	12.5
Children are able to participate in outdoor activities			6	75.0					2	25.0
Children are not able to trust other children	2	25.0	5	62.5	1	12.5				
Children are able to control their emotions	1	12.5	5	62.5					2	25.0
children are able to pay attention			5	62.5	1	12.5			2	25.0
children are aggressive to their peers			5	62.5	2	25.0			1	12.5
Children have developed language	4	50.0	3	37.5	1	12.5				

Source: Survey Data

Data shows that majority of the teachers 6(75.0%) agreed that children were able to use toilet and to communicate with each other.

The same number 6(75.0%) agreed that children were well fed as they come to school they were able to participate in outdoor activities. Another percentage 5(62.5%) of the teachers agreed that children were able to follow teachers instructions, others were not able to: trust other children, to control their emotions, to pay attention and they were aggressive to their peers. However, 4(50.0%) of the teachers agreed that children's entry behavior is positive to learn since they were able to play together.

Table 4.18: Parents responses on the activities that child engage in when at home

Responses	Frequency	Percent
Playing with toys and balls	2	25.0
Hide and seek with other children	1	12.5
Playing with water and simple materials	2	25.0
Playing with soil	1	12.5
Wiping the table after supper and picking the plates one by one.	2	25.0
Total	**8**	**100.0**

Source: Survey Data

The parents were also asked to indicate the activities that child engage in when at home. Data is tabulated in table 4.18 Data shows that 2(25.0%) of the parents said that their children played with toys and balls, the same number said that their children played with water and simple materials and other children wiped the table after supper and picking the plates one by one while 1(12.5%) of the parents said that their children played hide and seek while other played with soil when at home.

Parents were asked to explain whether they faced challenges with their children while at home. 2(25.0%) of the parents indicated that their children fell, other got cut while playing with other peers and objects, other children played at dangerous spots, others destroy important things, others were selfish and they fail to share the playing materials with other children. 2(25.0%) said that they faced a challenge of lack of inadequate playing materials for their children while at home. Home learning environment that children engage with when at home help them to attain school readiness. Parents therefore play a major role by setting their children off to a good start on readiness through involving them with home activities that foster learning. This then agree with a study which had been carried out by (Syvia et-al, 2004) that what parents do with their children is more important than who the parents are.

Table 4.19 teacher responses on the areas that parents should improve to prepare their children prior to preschool

Responses	Frequency	Percent
They should provide them with balance diet	1	12.5
They should train them to take care of their properties	2	25.0
They should train them to be social	1	12.5
They should train them to use toilets	i	12.5
They should train them to be hygiene	2	25.0
The child should be of the appropriate age as they take them to school.	1	12.5
Total	8	100.0

Source: Survey Data

The teachers were further asked to indicate the areas that they felt parents should improve to prepare their children prior to pre-school. Data is tabulated in table 4.19.

Data shows that 2(25.0%) of the teachers said that parents should train the children to take care of their properties and observe hygiene. 1(12.5%) of the recommended that the parents should provide the children with balanced diet, train them to be social, train them to use toilets and to take the child to pre- school at the appropriate age. Children need a wealth of support to thrive and grow to independence.

This includes good nutrition and health care for their developing bodies; loving attention and nurturing from parents and caregivers to help them develop self esteem and healthy relations and stimulations through language and play to help children learn how to speak, listen and understand their relationship to the world around them. All these factors work together to prepare a child to enter school ready to learn and succeed. A child's school readiness will therefore be based upon ones maturity physically and the skills that they have mastered in social, and emotional development; approaches to learning; language development; cognitive and general knowledge.

Table4.20 Parents responses on the imposition of punishment and penalties to those who fail to take their children who are of age to school.

Responses	Frequency	Percent
The children Act should be followed and punish the such parents	2	25.0
Educating them on importance of education	5	62.5
To be taken and charged in a court law according to the Acts	1	12.5
Total	8	100.0

Source: Survey Data

The study further sought to establish from the parents the imposition of punishment and penalties to those who failed to take their children who are of age to school. Data is tabulated in table 4.20. The findings shows that 5(62.5%) of the parents suggested

that those imposition of punishment and penalties to those who fail to take their children who are of age to school should be educated on the importance of education. while 2(25.0%) of the parent's suggested that the Children Act (2001) should be followed and punish the parents, while 1(12.5%) number of parents suggested that those parents should be taken and charged in a court law according to the Act. These children should not be denied education since it is their Human Right.

Table 4.21: Observation schedule on children social emotional development

Aspect	Above average		Average		Below average	
	F	%	F	%	F	%
Interaction	4	50	4	50		
Awareness of gender sensitivity	3	37.5			5	62.5
Socializing	3	37.5	5	62.5		
Kindness	2	25.0	5	62.5	1	12.5
Discipline(ethics)	1	12.5	6	75.0	1	12.5
Language	0	00	6	75.0	2	25.0
Emotions	0	00	7	87.5	1	12.5
Cognitive	0	00	7	87.5	1	12.5

Source: Survey Data.

The researcher also observed the following aspects in the children in the school and numbered them as indicated by table 4.21 data from the observation schedule indicated that interactions in most of the pre-schools were average and above average as indicated by 4 (50%) in each category. It was however noted that awareness of gender sensitivity was below average as noted in 5 (62.5%) of the pre-schools. Socialization was however above average in 3 (37.5%) of the pre schools and average in 5 (62.5%). The aspect of kindness was noted to be above average in 2 (25%) of the

preschools and average in 5 (62.5%) of the pre schools. Other aspects such as language, emotions and cognitive were noted as averaged in most of the pre-schools. It was noted that children are unique in their own unique ways. All stakeholders should understand different personality dynamics in children and help them to appreciate themselves as well as other children.

The pre-school teachers on the other hand should help children to fit well in pre-school. They can do this by showing love for children. They need to be very patient and tolerant with children especially during the first few days in pre-school. They should also portray pre-school as a place for fun. Teachers need to be happy with humour and who enjoy being with children and playing with them. Teachers have the responsibilities of training those children who do not have these skills. They should also be taught routine and manners expected in pre-school e.g. saying sorry. If all the above would be done, readiness would be attained.

CHAPTER FIVE

SUMMARY, RECOMMENDATION, SUGGESTION FOR FURTHER RESEARCH AND CONCLUSION

5.0 INTRODUCTION

This chapter focuses on the summary. conclusions and recommendations. The chapter also focuses on the suggestions for further research.

5.1 SUMMARY

The purpose of this study was to investigate the determinants of readiness of children transiting from home to pre-school in Kabete Zone. Three research questions were formulated to guide the study. Research question 1 sought to determine the factors that contribute to readiness among pre-school children in Kabete zone. Research questions 2 sought to determine the relationship between parent's level of education and readiness of pre-school children in ECDE Centers in Kabete zone. While research questions 3 aimed at determining the factors that influence readiness in Pre-school children in ECDE Centers in Kabete Zone. This study used descriptive study. The target population comprised of 8 head teachers. 8 pre-school teachers and 8 parents. Questionnaires were used to collect data from respondents. From the findings it has been established that readiness on children from home to preschool to be very vital. The early childhood development (ECD) programme play a crucial role in laying foundation for further education and character formation research evidence revealed that a child fastest growth in physical, mental. and social emotional traits takes place during the age of 0-5 years. The findings have shown that activities that children engage with when at home prepare them for preschool readiness. It has also been established that parents should also prepare their children for preschool by providing

balanced diet and also training them to be social so as to adjust quickly in the preschool programme. This is in agreement with Brofenbrenners ecological theory(1998) that states without proper nurture from adults and care givers children will not develop well physically, socially and cognitive domains that are crucial in ascertaining school readiness in children might not be well accomplished. This can also be supported by the report given by all teachers 8(100%) that parents play a role in preparing children for preschool by providing food, school fees and contribute towards the preschool readiness.

Head teachers 7(87.5%) were of the opinion that the parents level of education affect readiness of children transiting from home to preschool but (12.5%) of head teachers disagreed with the statement. It was further noted all parents 8(100.0%) agreed to the statement that pre-school education was necessary as it help children on readiness. It was also noted all teachers 8 (100%) faced challenges relating to children unpreparedness prior to pre-school since some refused to talk while others were not able to express themselves.

Majority of the teachers further reported that children controlled their emotions and they were able to trust each other as was observed by 5% (62.5%) who agreed to the statement. It was further noted that 4(50.0%) of the teachers agreed that children's entry behavior was positive to learn and they were able to play and share play things with each other. Findings revealed that 2(25.0%) of the teachers were of the opinion that parents should train their children to take care of their properties and to observe hygiene while also at home. Other teachers (12.5%) of them recommended that parents should provide children with balanced diet and take children to pre-school at the appropriate age. Findings also showed that 5 (62.5%) of the parents agreed that punishment and penalties should be established to those parents who fail to take their

children to school. It was further reported Children Act (2001) should be followed as shown by 2(25%) of the parents who suggested that those parents should be taken and charged in a court law according to the Acts. Other aspects such as language, emotions and cognitive were noted as averaged in most of the pre-schools. All the teachers strongly agreed or disagreed that children's previous knowledge, social cultural and economic status and experience matters before a child enter pre-school. Parents on the other hand agreed that pre-school education was necessary as it play a role in preparing children. The findings have therefore support the Brofenbrenner's ecological theory of development indeed to have proven beneficial in providing insight into all the factors that play role in school readiness of children. Therefore, all these factors are intertwined and impact on the readiness cycle in Kabete zone.

5.2 RECOMMENDATION

Based on the findings the researcher recommends that parents should prepare their children better as they enter the pre-school. They should observe good nutritional diet and immunization. There is also a need to design an education programme for all preschool teachers. However, strategy like developing early childhood as a comprehensive programme covering all aspects of growth needs for children aged 0-5 years should be enhanced to improve current status of early childhood development in regard to readiness.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

Based on the findings of the study, the researcher makes the following suggestion for further research: a study on child level of preparation and its effect on their performance should be carried out and also a study on relationship between children from different social economic status and their performance should be carried out.

5.4 CONCLUSION

Based on the findings, it was concluded that teachers perceived children who were ready for school in terms of having good physical health, well nourished and appropriate required age. These children tended to have finished tasks, were enthusiastic and curious in approaching new activities and were also sensitive to other children's feelings. Ready children sat still and paid attention and could respond accurately when given directions. It was concluded that unstable mental health of parents affected children's development so as to develop healthy. Poverty during early childhood had negative effects on children's health and development.

It was also revealed that quality child care and educational programmes improved child development outcomes while access to health care and the quality of care impacted on child outcomes academically .The study also concluded that children

should be adequately toilet trained to increase their self esteem and confidence before they go to pre-school. Communication should be established between parents and pre-school teachers. Children should not be malnourished as they are entering pre-school the study also concluded that children's previous knowledge, social cultural and economic status and experience matter before a child enter pre-school.

A study in East Africa tracked children who attended preschool programme and those who did not. This study found out that those advantages of preschool participation continued through the other levels of learning that were tracked (Mwaura, 2005; Mwaura and Nyamwea, 2006). Therefore the positive influences of a designed education programme as far reaching for the child way beyond just school readiness as benefits continue throughout the child's life.

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APPENDICES

APPENDIX I

LETTER TO THE RESPONDENTS

Department of Educational Communication

University of Nairobi

P.O.Box 30197

Nairobi

Dear Sir/Madam,

I am a post graduate student at the Department of Educational Communication, Early Childhood, University of Nairobi. I am currently carrying out a Research on "Determinants of readiness of children transiting from home to pre-school in Kabete Zone Kikuyu District, Kenya."

You are kindly requested to take part in the study. All information given will be treated confidentially. Thanking you for your co-operation in the study.

Your's Sincerely,

Elizabeth Wairimu Kamau

M.ED Student.

TEACHERS QUESTIONNAIRE FOR PRE SCHOOL CHILDREN

Dear Respondent

The purpose of this study is to investigate determinants of readiness of children transiting from home to preschool in Kabete zone. You are requested to participate in this study by filling in this questionnaire. You are requested to respond to all the items as they apply to you. You are assured that your identity will be treated confidentially.

Section A: Personal data of the respondents

1.   What is your gender?

Male   [   ]

Female   [   ]

2.   What is your academic qualification?

Certificate   [   ]

Diploma   [   ]

Degree   [   ]

Any other (specify)_____

3.   What is your professional qualification?

ECDE   [   ]

P1   [   ]

Diploma in Education   [   ]

Others (specify) _____

4. How long have you taught in pre school?

Below 1 year [   ]

1 – 5 years [   ]

6 – 10 years [   ]

11 -15 years [   ]

15 years and above [   ]

Section B: School readiness of children

5. How many children do you have in your class?

10 – 20 [   ]

21 – 30 [   ]

31 – 40 [   ]

Above 40 [   ]

6. Do you have parents bringing their children to school before the recommended

age?

Yes [   ]

No [   ]

Please explain_____

_____

_____

_____

_____

7.   Are you able to handle the number of children in your class?

Yes   [   ]

No   [   ]

Please explain the above answer?

_____

_____

_____

8.   How do you rate the children readiness to pre-school?

Very ready   [   ]

Ready   [   ]

Not ready   [   ]

9.   What means do you use to establish the children readiness?

_____

_____

_____

_____

_____

10.   Do you think the parents play a role in preparing children for Pre School?

Yes   [   ]

No   [   ]

Please explain reason for your answer

_____

_____

_____

_____

_____

Factors that influence school readiness

Below are some suggestions aimed at improving school readiness among pupils on transit from home to pre-school. Please indicate your level of agreement to the statements provided

Level of readiness					
Children are able to use toilet					
Children are able to socialize the first day they come to school					
Children are able to communicate with each other					
Children are able to communicate with the teacher					
Children are well fed as they come to school					
Children's entry behavior is positive to learn					
Children have grown to maturation					
Children are able to play together					
Children are able to share play things with each other					
Children do not cry unnecessarily at school					
Children have motor development					

Children are able to follow teachers instructions					
Children are able to participate in outdoor activities					
Children are not able to trust other children					
Children are able to control their emotions					
Children are able to pay attention					
Children are aggressive to their peers					
Children have developed language					

11.   Do you face challenges relating to children unpreparedness prior to preschool?

Yes   [   ]

No   [   ]

Please explain your answer

_____

_____

_____

_____

_____

12.   What areas do you feel parents should prepare their children prior to pre school?

_____

_____

_____

_____

_____

13.   What recommendations would you give to parents before they take their children to pre school?_____

_____

_____

_____

14.   Does the education level of parents affect readiness of children transiting from home to pre-school?

(a)   Yes   [   ]

(b)   No   [   ]

explain the above answer _____

QUESTIONNAIRE FOR HEAD TEACHERS

INSTRUCTIONS

Kindly provide answers to these questions as honestly and precisely as possible.

The interview is designed for study on school readiness of children transiting from home to pre-school in Kabete Zone. Response to these questions will be treated confidentially

Please do not indicate your name

(Tick) where appropriate or fill in the required information on the spaces provided .

1.   Name of the school_____

2.   Name of the Zone_____

3.   Division_____

4.   Gender (   ) Male   (   ) Female

5.   How long have you been in this pre-school?

        Less than 2 years   [   ]

        2-5 Years   [   ]

        More than 5 years   [   ]

6.   Had all the pre-school children attained the school going age when they joined

        pre-school?

        Yes [   ]   No [   ]

7.   What is the enrolment of ECD learners.

        Boys   (   )

        Girls (   )

        Total (   )

8. Does the level of education of parent's affect readiness of children transiting from home to pre-school?

Yes [ ]   No [ ]

9. How does the community around your school view prior readiness of children transiting form home to pre-school in terms of good health, cognitive development, age e.t.c

(a) Useful

(b) Not useful

Give reasons for the above_____

_____

INTEVIEW SCHEDULE FOR PRE-SCHOOL PARENTS

These interview are designed for study on school readiness of children transiting

From home to pre-school note that it is important to answer the questions honestly as

possible. You are assured that the responses will be treated with utmost

confidentiality

Put a (tick) where appropriate or fill in the required information on the spaces

provided.

(1)   How old are you?

    (a)   20 – 29   (b) 30 – 39   (c) 40 – 49   (d) 50 – 69

(2)   What is your occupation

    (a)   Self employed (b) Farmer   (c) Professional   (d) Any other

(3)   What is your level of education?

    (a)   Primary   (b) Secondary   (c) College   (d) University

4. What triggered you to enroll your child in pre-school when you had an option of

taking her straight to standard one?

_____

_____

_____

(5) What problems do you face when taking your child to school?_____

_____

_____

(6) Do you find pre-school education necessary for young children?

(a) Yes   (b) No

Give reasons for the above

_____

_____

(7) Does your child cry in the morning when you are taking him/her to school?

_____

_____

_____

(a) Yes   (b) No

Please give reasons for the above answer

_____

_____

_____

(8) What activities does your child engage in when at home?

Explain _____

_____

(9) Do you face any challenges with your child while at home?

(a) Yes   (b) No

Please explain_____

_____

_____

_____

(10) What is your take on the imposition of punishment and penalties to those who fail to take their children who are of age to school?

_____

(11) What factors most affect the pre-school children when adjusting to school life? Please explain_____

_____

_____

(b) In you own opinion what do you think should be done to help children adjust faster to school life._____

_____

APPENDIX V

OBSERVATION SCHEDULE ON CHILDREN SOCIAL EMOTIONAL DEVELOPMENT

The research will observe the following aspects in the children in the school and rate them as above average, average and below average.

	OBSERVED BEHAVIOUR	Rating		
		Above average	Average	Below average
1	Interaction			
2	Awareness of gender sensitivity			
3	Socializing			
4	Kindness			
5	Discipline (ethics)			
6	Language			
7	Emotions			
8	Cognitive			

Thank you for your co-operation.