



## **Influence of Parental Involvement on Learners' Transition Rate from Public Preschools to Public Primary School in Kapseret Sub-County, Uasin Gishu County, Kenya**

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**Abstract:** A transition from pre-school to primary school for children is not just a change which has immediate effects but effects on the rate at which children change. The purpose of this study was to determine the influence of parental involvement on learners' transition rate from public preschools to public primary school in Kapseret Sub County, Uasin Gishu County. The study was guided by Jean Piaget's constructivist theory. The study adopted a descriptive survey design. The target population for the study included 102 preschool teachers, 153 Grade one, two, and three teachers and 51 headteachers, giving a total of 306 target population. The researcher sampled 171 respondents, including 85 Grade one, two and three teachers, 57 preschool teachers, and 29 headteachers. The study research instruments used were questionnaires. Data from questionnaires were analyzed using both quantitatively and qualitatively using SPSS version 26. Quantitative method involved descriptive analysis and presented in form of tables. Qualitative data from interview schedules were analyzed thematically and presented in prose form. The study findings showed that parental involvement has significant influence on learners' transition. Parental and family support plays a key role in transition, learners' parents share information frequently on progress of their children. The study recommends that preschool children should be well cared for by their parents by checking their education progress and instilling values.

**Keywords:** Parental involvement, Transition rate, Learners, Public primary schools, Public preschools

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## **1. Introduction**

Children skills and development are strongly influenced by their parents and through their interactions with other people and environments before coming to school Macintyre (2016). The preschool children who have been well-cared for by their parents physically, interacts socially with others, have a positive self-perception, and have the ability to understand other's emotions and can interpret and express feelings. The parents support children in their learning as they transit from public preschools to public primary school. The parents help to ensure that their children have access to education; and

invests in resources and activities that support and promote transition (Honeycutt & Livermore, 2018). It is crucial for parents to prepare children as much as possible for what is to be expected in the new setting; educate and prepare children ahead of time for any new situation or transition. Children can practice certain routines as they will do them when they enter their new grade (Papadakis, Zaranis & Kalogiannakis, 2019).

During the transition to school; children take part in an increasing number of settings. The one constant across the transition is parental involvement and for this reason, parents have an important responsibility in providing

children with stability, comfort and sense of what to expect (Margaret, 2015). Parents engage in activities such as telling stories, puzzles, math, science, games and singing songs; that impart the value of a growth mindset that emphasizes practice and persistence in order to perform well in school (Eason & Ramani, 2020). Parents create a good relationship with children and convey acceptance of anxious feelings they may have about transition. The parents align daily family routines and affix schedules with preschool children's expectations for continuity (Cesario, 2021).

However, learner transition from pre-school to primary school has faced challenges due lack of commitment from parents who didn't want to pay their children fees and didn't want to participate in school activities such as attending school meetings (Çınar, Ekici & Demir, 2021). This means that parents are not familiar with the role they should play during the transition period. Parents are unaware of the benefits of their involvement in the transition from ECD to primary school for children (O'Toole, Kiely & McGillicuddy, 2019).

A child's transition from preschool to primary must be well prepared by all the stakeholders involved in preschooler's Education; the government, the teachers and the parents. In January 2016 to October 2017, the government of Kenya implemented a program called, the Tayari preschool program (Tayari is a Swahili word meaning "ready"). The program ran from January 2016 to October 2017, the program aimed at developing a cost-effective, scalable model of ECE that ensures children aged 4-6 years are mentally, socially, physically and emotionally ready to start and succeed in primary school. The project was expected to reach children in about 1500 centres across Kenya by 2018 to get children to learn as they transit to primary school.

However, with the above strategies, Kapseret Sub County is still experiencing challenges in 100% transition of learners in public preschool to primary school. The sub county has faced the challenge of preschool learners joining private and others joining different public schools instead of continuing in the same public primary school. This shows that there are determinants that influence transition rate. Hence the current study sought to determine the influence of parental involvement on learners' transition rate from public preschools to public primary school in Kapseret Sub County, Uasin Gishu County.

## 2. Literature Review

This section covered theoretical framework, empirical review and Conceptual Framework.

### 2.1 Constructivist theory

This study was based on constructivist theory that was originally proposed by Jean Piaget as quoted by Amineh and Asl (2015). Jean Piaget's constructivist theory views children as active participants in the learning process. Piaget believed that children are prepared for school when they can be introduced to an activity or skill and many of the interactions they have with the environment and the people around them. Early childhood development is a natural and a universal process of progress transformation or stage transformation in children's moral, socio-emotional, mental/ cognitive and physical competencies. The theory points out that there is a relationship between learning and development in transition. Therefore, it is through the instructions taken from adults, teachers and more informed peers that children can develop and learn through a transition process.

According to Piaget, children develop what is called schemata that represent understanding of their surrounding and tend to assimilate the world to the developed schemata, unless too much of external contradiction may force some change and result to re-equilibration of their view of world. The theory is important to the study because, implication of viewing child development as a series of psychological progressive process of transformation, from one stage to another, such as from infancy to maturity, was that these stages process is a crucial point of reference while discussing transition of preschool learners from public preschool to primary school. It is more dynamic to the study in the vision of child development that offers relational view on transitions. From the theoretical point of view is that children's environment whether in the home setting or preschool, all the aspects of development are shaped by parental involvement, role of teachers, preparedness of ECDE learners and government policy processes.

The constructivist theory of Jean Piaget (Amineh and Asl (2015) signifies that the physical environment and curriculum in the ECDE classrooms should be well organized by the government, teachers and parents to ensure they are appropriate and promote transition. The instructional materials for young in ECDE and other physical infrastructure should be provided adequately by all stakeholders to ensure that learners are retained in ECDE centers and transit to the next level (Grade one).

### 2.2 Parental Involvement on Transition

Williams and Sánchez, (2012) researched on parental involvement and un-involvement at an inner-city high school in the USA. Their study sought to understand the perceptions of parental involvement and parental un-involvement at a predominantly African American inner-city high school. Qualitative interviews were conducted

with 15 parents and 10 staff at an inner-city public high school. Five major themes emerged regarding the meanings of parental involvement at this school: Participation at School, Being There Outside of School, Communication, Achieve and Believe, and Village Keepers. Results showed that some participants' perceptions of parental involvement were consistent with earlier understandings of parental involvement. Results also highlighted areas in which earlier models may not address the context of inner-city schools. This study was done in the USA while the current study was done in Kenya.

Macintyre (2016) argued that children are not innately "ready" or "not ready" for school. Their skills and development are strongly influenced by their parents and through their interactions with other people and environments before coming to school. The preschool children who have been well-cared for by their parents physically, interact socially with others, have a positive self-perception, and have the ability to understand other's emotions and can interpret and express feelings. The family supports children in their learning as they transit to kindergarten; their children on a daily routine and continue to engage themselves in their child's learning through their school years. The parents help to ensure that their children have access to health care, immunizations and nutrition; helps ensure that children have access to quality early childcare and education; and invests in resources and activities that support families and promote transition. It is crucial for parents to prepare children as much as possible for what is to be expected in the new setting; educate and prepare children ahead of time for any new situation or transition. Children can practice certain routines as they will do them when they enter their new school or grade. According to Macintyre, parents only contributed to their children going to school and not on transition from pre-school to primary as is the current study.

Coleman (2018) studied on school, parent and community collaboration in preparing educators and transforming schools. The study suggests on how parents should help their children at home; 'make time to listen to your child, encourage your child to talk about what he/she is doing at school, invite and encourage questions from your child, read to your child daily, offer praise liberally, enjoy your child, think and speak well of the school and finally if possible, provide some material in the home that are similar to those found in the kindergarten, for example; books, an assortment of writing implements, picture making implements and materials (crayons paper), construction toys and materials and games.' This study however did not bring out how parents' involvement in transformation of schools helps learners' transit from pre-school to primary as the current study achieved.

Margaret (2015) argues that during the transition to school; children take part in an increasing number of settings. The one constant across the transition is parental involvement and for this reason, parents have an important

responsibility in providing children with stability, comfort and sense of what to expect. Research suggests parents and family members can do this in a variety of ways: Engage in activities such as telling stories, puzzles, math, science, games and singing songs; Impart the value of a growth mindset that emphasizes practice and persistence in order to perform well in school; creating a good relationship with children and convey acceptance of anxious feelings they may have about transition; Align daily family routines and affix schedules with preschool children expectations for continuity between home and school and lastly involve preschool children in structured activities outside of school such as participation in clubs and music which are shown as complimentary to improve academic outcomes (Margaret, 2015). Margaret though captured transition from home to school while the current study tried and brought out transition from pre-school to primary with parental involvement.

Giallo *et al.* (2017) studied the transition to primary school as a challenge to parents. They propose a multiple-session, multi-prolonged transition program aiming to: enhance parents with a platform to learn strategies to support children adjustment to school, promote parents' involvement in children learning at home and at school and facilitate collaborative partnership between families and schools as a resource and source of information and support on the transition process. The objective of learners' preparedness and transition is more than just children's abilities and early learning, it has more to do with school preparedness to receive the children. Yet the schools are often not ready for Grade one learners, they fail to provide a quality environment for children to learn effectively. The teachers are the main stakeholders in the preparation of learners' transition rate from preschool to primary school, hence a major concern of the reason why children tend to disconnect when they are moving from preschool to primary school. The study however did not bring out the parental involvement in children transition from pre-school to primary as is the current study.

Ngware (2016) researched on getting children for ready school in Kenya. Children stand to benefit immensely from the early childhood development and education (ECDE) intervention programmes given that the first five years are critical for their development. In the past, ECDE programmes mainly focused on parental involvement and cognitive development of young children preparing to join primary school. However, this has changed with increased awareness of the importance of ECDE, especially because there are now a large number of women having young children joining the work force. Despite the recognized benefits of ECDE, many children in Kenya do not receive quality services. Therefore, current study sought influence of parental involvement on learners' transition rate from public preschools to public primary school in Kapseret Sub County, Uasin Gishu County.

## 2.3 Conceptual Framework

A conceptual framework is a simple plan which represents the study variables which was presented as a model where

research variables and the relationship between them are translated into visual picture to illustrate the interconnections between the independent and dependent variables (Punch & Oancea, 2014).

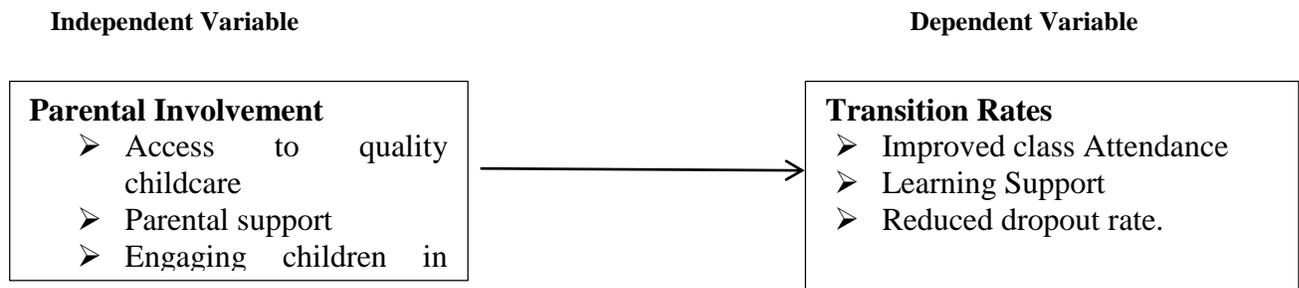


Figure 1: Conceptual Framework

## 3. Methodology

### 3.1 Research Design

The study used descriptive survey; collected data from members of a population on one or more factors. Descriptive survey design is commonly used to gather reliable evidence to evaluate current practice and provide the basis for decision-making.

### 3.2 Target Population

The target population for the study were 153 Grade one, two, three teachers who are receiving learners in transition and teach them from Grade one to three and 51 headteachers who gave information concerning overall transition from preschool to grade one giving a total of 306 target population.

### 3.3 Sample Size

The sample size must be a representative of the population on which the researcher would wish to generalize the research finding. Sample size was computed using the Fishers formula Grafen (2020) as follows;

$$S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

Where:

$S$  = Required Sample size

$X$  = Z value (1.96 for 95% confidence level)

$N$  = Population Size

$P$  = Population proportion (expressed as decimal)

(assumed to be 0.5 (50%))

$d$  = Degree of accuracy (5%), expressed as a proportion (.05); It is margin of error

Calculating sample size yields the following figure;

$$S = \frac{1.96^2 \times 306 \times 0.5 \times 0.5}{0.05^2 \times (306 - 1) + 1.96^2 \times 0.5 \times 0.5}$$

$$S = \frac{293.9}{1.723}$$

$$S = 171$$

The researcher sampled 171 respondents, including 85 Grade one, two, three teachers, 57 Preschool teachers, and 29 headteachers.

### 3.4 Sampling Technique

Purposive sampling was used to select the headteachers. Simple random sampling was used to select the 85 Grade one, two, three teachers and 57 preschool teachers.

### 3.5 Research Instruments

The study used a questionnaire and an interview schedule to collect information from respondents to the study. The questionnaires were sent to the teachers and parents who had been tested for reliability and validity.

### 3.6 Data Analysis Technique and Presentation

Data from questionnaires were analyzed quantitatively using descriptive statistics. Descriptive statistics such as frequencies, percentages were used in the form of tables to display quantitative data. Information from the interview schedules was thematically analyzed based on the content of qualitative data and ultimately presented in prose form.

## 4. Results and Discussion

### 4.1 Parental Involvement on Transition

Objective one of the study is to determine the influence of parental involvement on learners' transition rate from public preschools to public primary school in Kapseret Sub County, Uasin Gishu County.

### 4.2 Pre-school Teachers Response on Parental Involvement on Transition

The study sought to determine the pre-school teacher's response on parental involvement on learners' transition rate from public preschools to public primary school in Kapseret Sub County, Uasin Gishu County. A five-point scale was used where; SD=Strongly Disagreed, D=Disagreed, N=Neutral, A=Agreed and SA=Strongly agreed. Table 1 presents the study results.

**Table 1 Parental Involvement on Learners' Transition Rate from Public Preschools to Public Primary School**

Statements		SD	D	N	A	SA
1. Access to quality early childcare has great influence on transition	F	2	9	4	15	16
	%	4.3	19.6	8.7	32.6	34.8
2. Collaborative partnership between parents and ECDE teachers leads to smooth transition	F	1	2	7	11	25
	%	2.2	4.3	15.2	23.9	54.3
3. Engaging children in activities helps the children to learn and also cope when they transition to another grade	F	5	5	2	14	20
	%	10.9	10.9	4.3	30.4	43.5
4. Parental and family support plays a key role in transition	F	3	4	5	21	13
	%	6.5	8.7	10.9	45.7	28.3
5. Learners' parents share information frequently on progress of their children	F	2	9	4	15	16
	%	4.3	19.6	8.7	32.6	34.8
6. Parents provide learners school uniforms, bags, books and pencils	F	1	2	7	11	25
	%	2.1	4.3	15.2	23.9	54.3
7. Parents accompany learners to their new classroom.	F	5	5	2	14	20
	%	10.9	10.9	4.3	30.4	43.5
8. Engaging learners in discussion about the new class.	F	3	4	5	21	13
	%	6.5	8.7	10.9	45.6	28.3

Table 1 on the influence of parental involvement on learners' transition rate from public preschools to public primary school in Kapseret Sub County, Uasin Gishu County shows that 16(34.3%) of the respondents strongly agreed, 15(32.6%) agreed, 4(8.7%) undecided, 9(19.6%) disagreed and 2(4.3%) strongly disagreed with the statement that access to quality early childcare has great

influence on transition. The results concur with Macintyre (2016) argued that children are not innately ready or not ready for school. Their skills and development are strongly influenced by their parents and through their interactions with other people and environments before coming to school. The preschool children who have been well-cared for by their parents physically, interact socially with

others, have a positive self-perception, and have the ability to understand other's emotions and can interpret and express feelings.

Also, 25(54.3%) of the respondents strongly agreed, 11(23.5%) agreed, 7(15.2%) undecided, 2(4.3%) disagreed and 1(2.2%) strongly disagreed with the statement that Collaborative partnership between parents and ECDE teachers leads to smooth transition. The study results agreed with Coleman (2018) who studied on school, parent and community collaboration in preparing educators and transforming schools He suggests on how parents should help their children at home; 'make time to listen to your child, encourage your child to talk about what he/she is doing at school, invite and encourage questions from your child, read to your child daily, offer praise liberally, enjoy your child, think and speak well of the school and finally if possible, provide some material in the home that are similar to those found in the kindergarten, for example; books, an assortment of writing implements, picture making implements and materials (crayons paper), construction toys and materials and games.

Further, 20(43.5%) of the respondents strongly agreed, 14(30.4%) agreed, 2(4.3%) undecided, 5(10.9%) disagreed and 5(10.9%) strongly disagreed with the statement that Engaging children in activities helps the children to learn and also cope when they transition to another grade. The study result concedes with Margaret (2015) who argues that during the transition to school; children take part in an increasing number of settings. The one constant across the transition is parental involvement and for this reason, parents have an important responsibility in providing children with stability, comfort and sense of what to expect.

Furthermore, 13(28.3%) of the respondents strongly agreed, 21(45.7%) agreed, 5(10.9%) undecided, 4(8.7%) disagreed and 3(6.5%) strongly disagreed with the statement that Parental and family support plays a key role in transition. The study agreed with Giallo *et al.*, (2017) who studied the transition to primary school as a challenge to parents. They propose a multiple-session, multi-prolonged transition program aiming to: enhance parents with a platform to learn strategies to support children adjustment to school, promote parents' involvement in children learning at home and at school and facilitate collaborative partnership between families and schools as a resource and source of information and support on the transition process.

Another, 16(34.8%) of the respondents strongly agreed, 15(32.6%) agreed, 4(8.7%) undecided, 9(19.6%) disagreed and 2(4.3%) strongly disagreed with the statement that Learners parents share information frequently on progress of their children. The results concur with Wilson (2014) found that these reflected the parents' crucial concerns regarding whether their child was happy at school and had friends to play with. In enhancing the relationship between teachers and parents, report formats can also be adapted in order to help parents share the information they are most interested in.

Also, 20(43.5%) of the respondents strongly agreed, 14(30.4%) agreed, 2(4.3%) undecided, 5(10.9%) disagreed and 5(10.9%) strongly disagreed with the statement that parents provide learners school uniforms, bags, books and pencils. The results agreed with Margaret (2015) who argues that the objective of learners' preparedness and transition is more than just children's abilities and early learning; it has more to do with school preparedness to receive the children. Yet the schools are often not ready for Grade one learners, they fail to provide a quality environment for children to learn effectively. The teachers are the main stakeholders in the preparation of learners' transition rate from preschool to primary school, hence a major concern of the reason why children tend to disconnect when they are moving from preschool to primary school.

Finally, 13(28.3%) of the respondents strongly agreed, 21(45.6%) agreed, 5(10.9%) undecided, 4(8.7%) disagreed and 3(6.5%) strongly disagreed with the statement that Parents accompany learners to their new classroom. The results concur with Chikwiri and Musiyiwa (2017) who showed that the transition from pre-school to primary school involves challenges from parents; lack of commitment from parents who didn't want to pay their children fees and didn't want to participate in school activities such as attending school meetings and accompanying their children to school. This means that parents are not familiar with the role they should play during the transition period. Parents are unaware of the benefits of their involvement in the transition from ECD to primary school for children.

### **4.3 Grade One, Two, Three Teachers Response on Parental Involvement on Transition**

The study sought to determine the Grade One, Two, and Three Teachers Response on Parental Involvement on Transition. Table 5 presents the study results.

**Table 2: Grade one, two, three Teachers Response on Parental Involvement on Transition**

Statements		SD	D	N	A	SA
1. Access to quality early childcare has great influence on transition	F	1	15	6	25	30
	%	1.3	19.7	7.9	32.9	39.5
2. Collaborative partnership between parents and ECDE teachers leads to smooth transition	F	1	1	1	16	57
	%	1.3	1.3	1.3	21.1	75
3. Engaging children in activities helps the children to learn and also cope when they transition to another grade	F	1	10	1	28	36
	%	1.3	13.2	1.3	36.8	47.4
4. Parental and family support plays a key role in transition	F	1	3	1	45	26
	%	1.3	3.9	1.3	59.3	34.2
5. Learners' parents share information frequently on progress of their children	F	4	31	10	25	6
	%	5.2	40.7	13.1	32.9	7.9
6. Parents provide learners school uniforms, bags, books and pencils	F	1	1	8	41	25
	%	1.3	1.3	10.5	53.9	32.8
7. Parents accompany learners to their new classroom.	F	4	35	16	4	17
	%	5.3	46.1	21.1	5.3	22.4
8. Engaging learners in discussion about the new class.	F	4	13	17	24	18
	%	5.3	17.1	22.4	31.5	23.7

Table 2 on the influence of parental involvement on learners' transition rate from public preschools to public primary school in Kapseret Sub County, Uasin Gishu County shows that 30(39.5%) of the respondents strongly agreed, 25(32.9%) agreed, 6(7.9%) undecided, 15(19.7%) disagreed and 1(1.3%) strongly disagreed with the statement that access to quality early childcare has great influence on transition. Also, 57(75%) of the respondents strongly agreed, 16(21.1%) agreed, 1(1.3%) undecided, 1(1.3%) disagreed and 1(1.3%) strongly disagreed with the statement that Collaborative partnership between parents and ECDE teachers leads to smooth transition.

Further, 36(47.4%) of the respondents strongly agreed, 28(36.8%) agreed, 1(1.3%) undecided, 10(13.2%) disagreed and 1(1.3%) strongly disagreed with the statement that Engaging children in activities helps the children to learn and also cope when they transition to

another grade. Furthermore, 26(34.2%) of the respondents strongly agreed, 45(59.3%) agreed, 1(1.3%) undecided, 3(3.9%) disagreed and 1(1.3%) strongly disagreed with the statement that parental and family support plays a key role in transition.

Another, 6(7.9%) of the respondents strongly agreed, 25(32.9%) agreed, 10(13.1%) undecided, 31(40.7%) disagreed and 4(5.2%) strongly disagreed with the statement that Learners parents share information frequently on progress of their children. Also, 25(32.8%) of the respondents strongly agreed, 41(53.9%) agreed, 8(10.5%) undecided, 1(1.3%) disagreed and 1(1.3%) strongly disagreed with the statement that Parents provide learners school uniforms, bags, books and pencils.

Finally, 13(28.3%) of the respondents strongly agreed, 21(45.6%) agreed, 5(10.9%) undecided, 4(8.7%)

disagreed and 3(6.5%) strongly disagreed with the statement that parents accompany learners to their new classroom. The study also shows that parental involvement positively influences learners' transition rate from public preschools to public primary school in Kapseret Sub County. This implies that access to quality early childcare has greatly influenced children's transition.

Also, a collaborative partnership between parents and ECDE teachers has led to a smooth transition. Further, engaging children in activities help the children learn and cope when they transit to another grade. Finally, when the parents accompany the learners to their new classroom makes them comfortable in the new environment hence enhancing a smooth transition.

**Table 3: Pre-school Teachers and Grade one, two, three Teachers Response**

Statements	Pre-school Teachers		Grade one, two, three Teachers	
	Mean	SD	Mean	SD
1. Access to quality early childcare has great influence on transition	4.04	1.255	3.02	1.129
2. Collaborative partnership between parents and ECDE teachers leads to smooth transition	4.24	1.015	2.75	0.435
3. Engaging children in activities helps the children to learn and also cope when they transit to another grade	4.08	1.382	3.51	1.016
4. Parental and family support plays a key role in transition	4.34	1.147	2.8	0.477
5. Learners' parents share information frequently on progress of their children	4.19	1.131	2.97	1.131
6. Parents provide learners school uniforms, bags, books and pencils	3.78	1.094	3.62	0.654
7. Parents accompany learners to their new classroom.	2.87	1.258	2.93	1.278
8. Engaging learners in discussion about the new class.	2.39	1.201	2.27	1.183
	3.74		2.98	

The study findings showed in terms of means and standard deviation that pre-school teachers agreed with the statement that access to quality early childcare has great influence on transition (Mean=4.04, Std. dev=1.255). However, the Grade one, two, three teachers were undecided on whether access to quality early childcare has great influence on transition (Mean=3.02, Std. dev=1.129).

Further the study findings revealed that pre-school teachers agreed with the statement that collaborative partnership between parents and ECDE teachers leads to smooth transition (Mean=4.24, Std. dev=1.015). However, Grade one, two, three teachers disagreed that collaborative partnership between parents and teachers leads to smooth transition (Mean=2.75, Std. dev=0.435).

Further the study findings showed that pre-school teachers agreed with the statement that engaging children in activities helps the children to learn and also cope when they transition to another grade (Mean=4.08, Std. dev=1.382). Grade one, two, three teachers also agreed that engaging children in activities helps the children to learn and also cope when they transition to another grade (Mean=3.51, Std. dev=1.016).

The study findings revealed that pre-school teachers agreed with the statement that parental and family support plays a key role in transition (Mean=4.34, Std. dev=1.147). However, Grade one, two, three teachers disagreed that parental and family support had played a key role in transition (Mean=2.8, Std. dev=0.477). Further the study findings showed in terms of means and standard deviation that pre-school teachers agreed that learners' parents share information frequently on progress of their children (Mean=4.19, Std. dev=1.131). Grade one, two, three teachers disagreed that learners' parents share information frequently on progress of their children (Mean=2.97, Std. dev=1.131).

The study findings indicated that pre-school teachers agreed with the statement that parents provide learners with school uniforms, bags, books and pencils (Mean=3.78, Std. dev=1.258). Also, Grade one, two, three teachers agreed with the statement that parents provide learners school uniforms, bags, books and pencils (Mean=3.62, Std. dev=0.654). Further the study findings showed in terms of means and standard deviation shows that the pre-school teachers disagreed with the statement that parents accompany learners to their new classroom (Mean=2.87, Std. dev=1.201). Grade one, two, three teachers disagreed that parents accompany learners to their new classroom (Mean=2.93, Std. dev=1.201).

The study findings on average revealed that majority of pre-school teachers indicated that parental involvement influence learners' transition rate from public preschools to public primary school in Kapseret Sub County

(mean=3.74). However, Grade one, two, three Teachers disagreed that there is parental involvement and influence learners' transition rate from public preschools to public primary school in Kapseret Sub County (mean=2.98). This implied that parents are active in child progress when at preschool. However, after the child transit to grade one the parents are reluctant to follow the child progress.

The headteacher interviewed noted that;  
*Access to quality education which is strongly influenced by parents and through their interactions with other people and environments before coming to school. The preschool children who have been well-cared for by their parents physically, interacts socially with others, have a positive self-perception, and have the ability to understand other's emotions and can interpret and express feelings.*

(Source: Male headteacher school [4], 43 years)

The head teacher elaborated that;  
*When there is a good collaboration between teachers and parents there will be a smooth transition*

(Source: Male headteacher school [4], 43 years)

The study finding also shows that parental involvement has a positive influence on learners' transition rate from public preschools to public primary school in Kapseret Sub County. This implies that access to quality early childcare has greatly influenced children transition. Also, collaborative partnership between parents and ECDE teachers has led to smooth transition. Further, Engaging children in activities helps the children to learn and also cope when they transition to another grade. Finally, Parents accompany learners to their new classroom has really led to transition of learners.

#### 4.4 Learners' Transition Rate from Public Preschools to Public Primary School

The researcher sought to find out learners' transition rate from public preschools to public primary school. Table 7 presents the study results.

**Table 4: Learners' Transition Rate from Public Preschools to Public Primary School**

Year of preschool enrollment	Number of enrollments	Year of transition to primary	Number of transitions
2016	1428	2017	1122
2017	1377	2018	1071
2018	1581	2019	1173

Source: Researcher (2020)

The study results in Table 4 revealed that in the year 2016, 1428 pupils enrolled to preschool however, those who transit to public primary school were 1122 pupils. In 2017 pupils who enrolled to preschool were 1377 while pupils

who transit to primary school were 1071. In 2018 pupils who enrolled to preschool were 1581 while pupils who transit to primary school were 1173. This implied that despite government coming up with 100% transition there

is still pupils who don't transit from preschool to Grade one.

## 5. Conclusion and Recommendations

### 5.1 Conclusion

Parental and family support plays a key role in transition, learners parents share information frequently on progress of their children. Parents provide learners with school uniforms, bags, books and pencils, parents accompany learners to their new classroom and that engaging learners in discussion about the new level of learning. Parents are active in child progress when at preschool. However, after

the child transit to grade one the parents are reluctant to follow the child progress.

## 5.2 Recommendations

Learner's skills and development are strongly influenced by parents through their interactions with other people and environments before coming to school. Therefore, preschool children should be well cared for by their parents by checking their education progress and instilling values. This will ensure their physically, social interaction with others, a positive self-perception, and the ability to understand other's emotions and can interpret and express feelings. Parents need to follow the progress of the child in Grade one.

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