

**INFLUENCE OF IMPLEMENTATION OF THE GOVERNMENT POLICIES  
ON TRANSITION RATE OF ECDE CHILDREN FROM PUBLIC  
PRESCHOOLS TO PUBLIC PRIMARY SCHOOL IN KAPSERET SUB  
COUNTY, UASIN GISHU COUNTY.**

**ABSTRACT**

A child's transition from public preschool to primary is not a single event of change that has only immediate consequences but has its effects on transition rate. The purpose of this study was to assess influence of implementation of the government policies on transition rate of ECDE children from public preschools to public primary school in Kapseret Sub County, Uasin Gishu County. The study was guided by Jean Piaget's Construvist theory. The study adopted a descriptive survey design. The researcher sampled 171 respondents, including 86 Grade one, two, three teachers, 57 preschool teachers, and 29 headteachers. The research instruments used were questionnaires and interview schedule. The analysis of data was done using Statistical Package for Social Science (SPSS) version 21.0 software. Data from questionnaires was analyzed both quantitatively and qualitatively. Quantitative method involved descriptive and inferential analysis. Descriptive analysis such as frequencies, percentages were used to present quantitative data in form of tables. Qualitative data from interview schedules were analyzed thematically based on the content of qualitative data and then presented in prose form. The findings were presented in frequency distribution tables. The study findings indicated that implementation of government policies has a positive and significant influence on leaners transition. The study concluded that free primary education policy has improved learners' transition rate to Grade one. Adoption of Early Years Education Policy has influenced transition to Grade one. Finally, free primary education policy has increased the number of learners in public pre-primary school. The study recommends that primary schools should implement all the government policies by preparing ECD children in terms of classrooms, toilets, furniture and adequate qualified teachers.

**Key words;** government, policies, transition rate, public preschool, implementation

**Background to the Study**

Internationally a period between 6-8 years is included as part of the early childhood development (ECD) is also seen as the greatest important period of development for children's success in the integration to lower primary school after going through their Early Years Education (EYE). The age group has not been considered by the policy makers and ECD specialists. The inclusion of young children who are not provided with things that necessary for a pleasant life, hence environments with limited early

**Comment [E1]:** The complete words of the acronym need to be mentioned in the Abstract.

**Comment [E2]:** "Version 21.0" it is not an important data and it could only be mentioned in the mainly text.

**Comment [E3]:** The complete words of the acronym need to be mentioned in the Abstract.

stimulation is often being neglected in the new learning environment that they have come up with very huge classes with limited materials for learning (Sayre, Devercelli, Neuman & Wodon, 2015)

In the year 2001 Ministry of Education in South Africa government, carried out a pilot study project whereby acknowledgement of many challenges faced in Early Child Education (ECE). These include detailed plans for achieving improved quality of Early Child Education, affordable education services and equity of the programme for the year of reception, and advancement further in level of quality and type of behavior that is expected in ECE. A lot of progress has been made in South Africa (Spaull, 2016), it has progressively made in reforms in ECE and restructured ECE. The policies developed and decisions-made, in most cases have been at variance with the expectations of other stakeholders such as civil society and who bare a broader vision for ECE. Hence resulting to frictions that continues to bull doze ECE and the efforts to improve it (Maringe & Prew, 2015).

The Ministry of education developed a policy for Education, Research and Training outlined the measures for free basic education for 14 years in three phases: Phase I: Free Primary Education (8 years). This phase was implemented from January 2003. Phase II: Free Secondary Education tuition (4 years). This phase was implemented from January 2008. Phase III: Integration of 2 years of ECDE into Free Primary Education. This phase was implemented from September 2018. The ECDE program in Kenya has in the past mainly focused on custodial care and cognitive development of young children preparing to join pre-primary and primary schools which follow the government curriculum. There is limited evidence on how well children who receive ECDE services are prepared to transition to primary school (Onyango & Gakii, 2017).

A study done by Muigai (2018) focused on transition activities put across as an application by ECDE teachers and their relationship with parent as parental involvement, showed a strong association between these two elements. The study findings revealed that the transition practices implemented by ECDE teachers greatly influenced parental participation in number of activities. As a result of this, better transition was observed. There could be a host of determinants that are responsible for this transition gap. It was therefore in the interest of this study to assess transition rate

**Comment [E4]:** At the first time, the complete words of the acronym need to be mentioned.

in public preschools to primary schools in Kapseret Sub County, Uasin Gishu County, Kenya

### **Statement of Problem**

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 in 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. However, this transition challenges should be addressed, while this thesis was ideal, systematic research was needed to assess exactly the transition rate in public preschool to primary schools in Kapseret Sub County, Uasin Gishu County.

### **Research Objective**

The study was guided by the following research objective:

- i. To investigate the influence of implementation of the government policies on transition rate of ECDE children from public preschools to public primary school in Kapseret Sub County, Uasin Gishu County.

### **Research Question**

- i. To what extent do existing government policies affect transition rate of ECDE children influence learners 'transition from preschool to primary school in Kapseret Sub County, Uasin Gishu County?

### **Theoretical Framework**

This study was based on constructivist theory that was originally proposed by Jean Piaget's as quoted by Amineh and Asl (2015). Jean Piaget's constructivist theory view 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 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).

## Literature Review

This section covers theoretical review, empirical review and conceptual framework.

### Existing Government Policies on Transition

Chikwiri and Musiyiwa, (2017) studied on challenges and gaps faced by children during the transition period from ~~early childhood development~~ (ECD) to primary education and possible solutions to them. The pronouncement of a policy that ordered primary schools to attach an ECD class in 2005 was made in 2004. The policy was developed in 2004 which required preschool classes be manned by qualified teachers. This created a big gap between policy and practice. With the existing government policies, primary schools being not prepared for ECD children in terms of classrooms, toilets, furniture and adequate qualified teachers. The environment was not friendly for the preschoolers and thus affected smooth transition rate of ECDE children to primary school. The study however was not on transition rate as is the current study on assessment of transition rate.

**Comment [E5]:** It is not necessary to mention the complete acronym again. Only the abbreviation needs to be kept here.

Kiplel (2018) studied learners transition from pre-school to lower primary school in Mt. Elgon, Bungoma County, Kenya. Comparing Kenya to other countries of the similar level of economic development, it has made a noticeable achievement in ECDE delivery. The country's pre-primary education enrolment marked a remarkable 40% in 2001, which was higher than the median of Sub-Saharan Africa (5.8%) and developing countries (35%). Meanwhile an assessment study of Free Primary Education (FPE) carried out jointly by Ministry of Education (MOE) and UNESCO in February 2004 found that ECDE programs had almost fallen down for lack of support and high pressure because children's enrolments had decreased after the introduction of FPE. The study found that parents opted to send their children straight to grade one which became free, without having them go through ECDE which was still fee-paying (Kiplel, 2018). In his study however, Kiplel did not bring out the rate of transition of learners from pre-primary to primary like what the current study is attempting to do. His study was done in Bungoma County while current study was in Kapseret Sub County in Uasin Gishu County.

Urbina-Garcia (2018) explored the perceptions of transition between preschool and grade one primary school held by teachers, head teachers and parents in the public education system in Mexico City. It has been increasingly noted that large amounts of

public funding are now committed to educating young children with the aim of boosting their chances for success in the elementary level and beyond. Preschool learning environments set up are equipped thus different from traditional elementary school classroom, settings and it is imperative children establish competencies critical to their school was done in Kenya to bridge the regional gap.

It is against this backdrop that the Government of Kenya since independence made education reform as its main objective since 1963. Arising from the above, education reform for innovation was investigated by Koech (2017). The Kenya Vision 2030 is the country's development target which covers the period (2008-2030). It is Kenyan aim after becoming middle class industrialized income country; providing high quality life for all its citizens by the year 2030. The vision is based on three pillars, social, economic and political. The education section is under the social pillar. Under education and training the aim is to provide quality education, training and research for development that is globally successful. Strategically it involves: Integration of early childhood education into primary education; making changes in secondary education; equipping teachers with recent ideas and strengthening partnership with the private sector. Of the educational commissions, reports talk forces and policy documents established in this section, the ones that focus on the curriculum development and implementation of Early childhood Development and Education are the commission of inquiry into the education system of Kenya of 2000. Albeit various government reforms in education as highlighted by Koech, there has been no study on transition rate within government policies as this study attempted to do.

Wodon (2016) established impact that family conditions can have on early childhood development in the most recent Education and training policy, the government of Kenya acknowledges and puts across that the influence of policies on Early Childhood Education (ECE) in Kenya is vital for child's physical, intellectual, spiritual/moral and emotional development. The effects of existing policies on ECDE have an impact on the kind of services provided in pre-primary education to children at the age of five and six years before they are enrolled in grade one. Previous government policies before the introduction of the new policies in ECDE were meant to provide the holistic care of children that ranges from socializing and in a way introducing them to some school related life experiences, the latter is more inclined to exposing children,

not only to a socialization process but also to mental, moral, spiritual and emotional development with a basic foundation in academic knowledge and skills as preparatory. However, there are hurdles has in any attempt to implement existing government policies on school going age children go through pre-school before joining grade one. The study majored on external determinants such as early marriages in a child development while current study looked at existing government policies in a child's educational development.

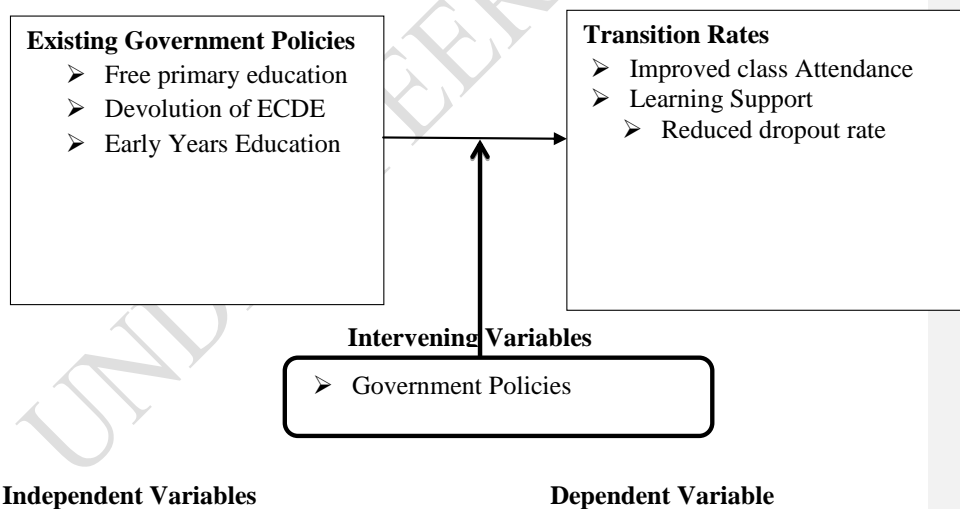
Maringe and Prew, (2015) reviewed twenty years of education transformation in Gauteng. An Education policy framework was launched by African National Congress; the framework was committed in coming in and becoming more committed to the ECE. During this transition the policy framework Early Childhood Education curriculum was also reformed, with the term Early Childhood Development being formal. Early Childhood Development (ECD) was defined as comprising processes through which a child grows and thrives holistically in the areas of mental, emotional, social, physical, spiritual, and moral development from birth to age 8 years. These policies lead to provision of services for the preschool which were more appropriate to their development levels. Existing policies and decisions made at times differs from the expectations of other stakeholders such as civil society and with the broader vision for ECE. These policies have resulted in influences that continue to affect transition of preschool children to primary schools and efforts to improve it (Maringe & Prew, 2015). This study is on transformation of education in general while the current study was only on transition rate for learners in pre-school to primary.

Kofa (2015) studied the impact of Free primary Education on Early Childhood Development and Education in Ghana. Ghana introduced free primary education in 2003; as a result, more than 1.2 million more pupils had an access to primary education. While the government of Ghana is giving primary education a lot of attention, early childhood education remains with a lot of challenges. Although there is some improvement in the ECDE sector in Ghana, the country needs to more serious on parental education and introduce other social protection measures which would help to retain the young child in their learning centers. The study was in Ghana while the current study was in Kenya.

While the former type of ECE service is meant to provide the general care of children that include socializing and, in a way, introducing them to some school related life experiences, the latter is more inclined to exposing children, not only to a socialization process but also to mental, moral, spiritual and emotional development with a touch in academic knowledge and skills as preparatory. However, there has been a big challenge in an attempt to make all school going age children go through pre-school before joining grade one. Up to the year 2008, only 20.6% of the children enrolled in standard one had undergone pre-school education 25 years after the URT government had set the target (Ndijuye & Rao, 2018). This study was done in Tanzania while the current one was

### 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, dependent and the intervening variables (Punch & Oancea, 2014).



**Figure 1 Conceptual Framework**

**Comment [E6]:** Figure 1 is very important and useful to understand the manuscript. It would be good to have more extensive comments in its caption, for a better understanding.



## RESEARCH METHODOLOGY

### 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. Descriptive survey was suitable for collecting information on transition rate of learners from pre-school to primary school.

### Study Area

The research was carried out in the sub-county of Kapseret, Uasin Gishu County. One of the administrative divisions in Uasin Gishu County is Kapseret Sub County. The study was only undertaken in public pre-schools and primary schools in the two-zone research sub-country; Kapseret state and Pioneer zone.

### Target Population

The target population for the study included 102 preschool teachers since they have been handling the learners who are transiting from preschool to Grade one. The study also targeted 153 Grade one, two, three teachers who are receive 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.

### 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 86 Grade one, two, three teachers, 57 Preschool teachers, and 29 headteachers.

### Sampling Technique

Purposive sampling was used to select the headteachers. Headteachers ensures teaching and learning is effective. They also demonstrate lessons and advise teachers on the appropriate methods and techniques of teaching. Access to early childhood development education (ECDE) programs is the role of county government in the delivery of pre-primary school education. Simple random sampling was used to select the 86 Grade one, two, three teachers and 57 preschool teachers.

**Comment [E7]:** The full words of the acronym should be mentioned at the first time it is used.

### Research Instruments

The study used the questionnaire and schedule of interviews to collect information from respondents to the study. The questionnaires were sent to the teachers and parents who have been tested. The questionnaires had six sections (A, B, C, D & E); Section A includes personal information and section B, C, D and E provides statements based on the goals of the analysis respectively. Current government policies influencing the transfer of learners from public pre-school to public primary school in Kapseret Sub County, Uasin Gishu County.

### Interview Schedule for Headteachers

When collecting data from head teachers interview plan was used. The interview is an important data gathering technique involving verbal communication between the researcher and the subject (Mohajan, 2018). This allowed access to a variety of data to cover a wider research scope.

### **Pilot Study**

A pilot study was performed at 5 primary schools at Moiben Sub-County with preschool centers attached to these schools; to assess whether questionnaires and interview schedule used for data collection provides the desired information from the respondents (Sullivan-Bolyai, Bova & Singh, 2014). This represented 10% of sampled schools. This is because the demographic dynamics of Moiben Sub-County preschool centers are faced with the question of transfer rate of learners. Pilot study was carried out to ascertain for reliability and validity of research instruments.

### **Data Analysis Technique and Presentation**

Questionnaire data was analyzed quantitatively; descriptive statistics analysis was included in the quantitative method. 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.

## **RESEARCH FINDINGS AND DISCUSSIONS**

This section presents data analysis results, interpretations and discussions.

### **Response Rate**

The results of response rate are presented in Table 1.

*Table 1 Response Rate*

<b>School level</b>	<b>Response rate</b>	<b>Frequency</b>	<b>Percentage</b>
Pre-school teachers	Responded	46	80.7
	Not responded	11	19.3
	<b>Total</b>	<b>57</b>	<b>100.0</b>
Grade one, two,	Responded	76	88.4
	Not responded	10	11.6
	<b>Total</b>	<b>86</b>	<b>100.0</b>
<b>Total</b>		<b>143</b>	<b>100.0</b>

The researcher administered 57 questionnaires to randomly selected pre-school teachers. Out of 57 questionnaires administered only 46 questionnaires were returned. As indicated in Table 1 that the rate was 80.7%. The researcher also administered 86

questionnaires to randomly selected Grade one, two, three teachers. Out of 86 questionnaires administered only 76 questionnaires were returned. As indicated in Table 4.1 that the rate was 88.4%. Overall response rate was 85.3. All the return rates for respondents were above 80% and hence deemed adequate for data analysis as stated by Sileyew (2019) that a response rate of 50% and above is sufficient).

**Comment [E8]:** I think it is wrong and needs to be corrected as "Table 1".

## Existing Government Policies on Transition

### Pre-school Teachers Response on Existing Government Policies on Transition

The study sought to investigate pre-school teacher's response on the influence of implementation of the government policies on transition rate of ECDE children from public preschools to public primary school in Kaperset Sub County, Uasin Gishu County. Table 2 presents the study results.

**Table 2 Pre-school Teachers Response on Existing Government Policies on Transition**

Statements		SD	D	UN	A	SA
Free primary education policy has improved learners' transition rate to Grade one.	F	1	4	2	22	17
	%	2.2	8.7	4.3	47.8	37.0
Devolution of ECDE policy has improved transition to Grade one.	F	1	4	7	22	12
	%	2.2	8.7	15.2	47.8	26.1
Adoption of Early Years Education Policy has influenced transition to Grade one.	F	3	3	4	21	15
	%	6.5	6.5	8.7	45.7	32.6
Devolution policy has enabled County Government to employ ECDE teachers.	F	2	6	6	5	27
	%	4.3	13.0	13.0	10.9	58.7
Free primary education policy has increased the number of learners in public preprimary school.	F	4	1	1	24	16
	%	8.7	2.2	2.2	52.2	34.8
CDF has supported transition rate through construction of classrooms and toilets.	F	5	4	4	15	18
	%	10.9	8.7	8.7	32.6	39.1
CBC has motivated learners	F	1	1	6	21	17
	%	2.2	2.2	13.0	45.7	37.0
CBC has increased enrolment of learners to Grade one	F	1	1	3	19	22
	%	2.2	2.2	6.5	41.3	47.8

**Comment [E9]:** It would be good if the full words of the acronyms "SD, D, UN, A, SA" are mentioned in the caption of the tables and not only in the text, for a better understanding.

Table 2 on the influence of implementation of the government policies on transition rate of ECDE children from public preschools to public primary school in Kapseret Sub-County, Uasin Gishu County shows that 17(37%) of the respondents strongly agree, 22(47.8%) agree, 2(4.3%) undecided, 4(8.7%) disagreed and 1(2.2%) strongly disagree with the statement that Free primary education policy has improved learners' transition to Grade one. The findings are in agreement with Kofa (2015) who studied the impact of Free primary Education on Early Childhood Development and Education in Ghana. Ghana introduced free primary education in 2003; as a result, more than 1.2 million more pupils had an access to primary education.

Also, 12(26.1%) of the respondents strongly agree, 22(47.8%) agree, 7(15.2%) undecided, 4(8.7%) disagreed and 1(2.2%) strongly disagree with the statement that devolution of ECDE policy has improved transition to Grade one. The study results concede with Kiplel (2018) who studied learners transition from pre-school to lower primary school in Mt. Elgon, Bungoma County, Kenya. Comparing Kenya to other countries of the similar level of economic development, it has made a noticeable achievement in ECDE delivery. The country's pre-primary education enrolment marked a remarkable 40% in 2001, which was higher than the median of Sub-Saharan Africa (5.8%) and developing countries (35%) which was highly contributed by devolution.

Further, 15(32.6%) of the respondents strongly agree, 21(45.7%) agree, 4(8.7%) undecided, 3(6.5%) disagreed and 3(6.5%) strongly disagree with the statement that Adoption of Early Years Education Policy has influenced transition to Grade one. The findings concur with Chikwiri and Musiyiwa, (2017) who studied on challenges and gaps faced by children during the transition period from early childhood development (ECD) to primary education and possible solutions to them. The pronouncement of a policy that ordered primary schools to attach an ECD class in 2005 was made in 2004. The policy was developed in 2004 which required preschool classes be manned by qualified teachers. This created a big gap between policy and practice this led to improvement of learner's transition.

Furthermore, 27(58.7%) of the respondents strongly agree, 5(10.1%) agree, 6(10.9%) undecided, 6(13.0%) disagreed and 2(4.3%) strongly disagree with the statement that Devolution policy has enabled County Government to employ ECDE teachers. The

study results concede with Kiplel (2018) who studied learners transition from pre-school to lower primary school in Mt. Elgon, Bungoma County, Kenya. Comparing Kenya to other countries of the similar level of economic development, it has made a noticeable achievement in ECDE delivery. The country's pre-primary education enrolment marked a remarkable 40% in 2001, which was higher than the median of Sub-Saharan Africa (5.8%) and developing countries (35%) which was highly contributed by devolution.

Another, 16(34.8%) of the respondents strongly agree, 24(52.2%) agree, 1(2.2%) undecided, 1(2.2%) disagreed and 4(8.7%) strongly disagree with the statement that free primary education policy has increased the number of learners in public preprimary school. The study results agree with Kofa (2015) who studied the impact of Free primary Education on Early Childhood Development and Education in Ghana. Ghana introduced free primary education in 2003; as a result, more than 1.2 million more pupils had an access to primary education. While the government of Ghana is giving primary education of the United Republic of Tanzania (URT) puts in place that Early Childhood Education (ECE) in Tanzania mainland is equally important for child's physical, intellectual, spiritual/moral and emotional development. As a matter of policy, ECE refers to the kind of services provided in Day Care Centers (DCC) to children under four years, on one hand, and pre-primary education to children at the age of five and six years as they proceed to be rolled in Grade one. While the former type of ECE service is meant to provide the general care of children that include socializing and, in a way, introducing them to some school related life experiences, the latter is more inclined to exposing children, not only to a socialization process but also to mental, moral, spiritual and emotional development with a touch in academic knowledge and skills as preparatory.

Also, 18(39.1%) of the respondents strongly agree, 15(32.6%) agree, 4(8.7%) undecided, 4(8.7%) disagreed and 5(10.9%) strongly disagree with the statement that CDF has supported transition rate through construction of classrooms and toilets. The results agree with Morrison (2015) who explored the perceptions of transition between preschool and grade one primary school held by teachers, head teachers and parents in the public education system in Mexico City. It has been increasingly noted that large amounts of public funding are now committed to educating young children with the

**Comment [E10]:** The word "more" is mentioned twice. I think one of the two should be removed.

aim of boosting their chances for success in the elementary level and beyond. Preschool learning environments set up are equipped thus different from traditional elementary school classroom, settings and it is imperative children establish competencies critical to their school successfulness and achievement.

Further, 17(37%) of the respondents strongly agree, 21(45.7%) agree, 6(13%) undecided, 1(2.2%) disagreed and 1(2.2%) strongly disagree with the statement that CBC has motivated learners. Huser, Dockett and Perry (2016) wrote on transition to school. One of the challenges that children often face when making the transition from a pre-school setting into primary school is the change of structure in the way that they learn for example a competence-based curriculum will motivate learners leading to an increased transition.

Finally, 22(47.8%) of the respondents strongly agree, 19(41.3%) agree, 3(6.5%) undecided, 1(2.2%) disagreed and 1(2.2%) strongly disagree with the statement that CBC has increased enrolment of learners to Grade one. Pupils might find themselves sitting at a table doing work and listening to the teacher for longer periods of time which contrasts with their previous experiences of learning that are more practical in most pre-school settings. The Scottish Executive recognized the contrast in the way that these stages plan and developed a new curriculum that promotes active learning, especially in the early years (Huser, Dockett & Perry, 2016).

### **Grade one, two, three Teachers Response on Existing Government Policies on Transition**

The study sought to investigate Grade one, two, three teachers' response on the influence of implementation of the government policies on transition rate of ECDE children from public preschools to public primary school in Kapseret Sub County, Uasin Gishu County. Table 3 presents the study results.

**Table 3 Grade one, two, three Teachers Response on Existing Government Policies on Transition**

Statements		SD	D	UN	A	SA
Free primary education policy has improved learners' transition rate to Grade one.	F %	1	2	3	47	23
		1.3	2.6	3.9	61.8	30.3
Devolution of ECDE policy has improved	F	1	4	5	61	5

**Comment [E11]:** It would be good if the full words of the acronyms "SD, D, UN, A, SA" are mentioned in the caption of the tables and not only in the text, for a better understanding.

transition to Grade one.	%	1.3	5.3	6.6	80.3	6.6
Adoption of Early Years Education Policy has influenced transition to Grade one.	F	2	2	4	51	17
	%	2.6	2.6	5.2	67.1	22.4
Devolution policy has enabled County Government to employ ECDE teachers.	F	2	12	2	15	45
	%	2.6	15.8	2.6	19.7	59.2
Free primary education policy has increased the number of learners in public preprimary school.	F	1	1	1	46	27
	%	1.3	1.3	1.3	60.5	35.5
CDF has supported transition rate through construction of classrooms and toilets.	F	9	10	1	37	19
	%	11.8	13.2	1.3	48.7	25
CBC has motivated learners	F	1	4	6	45	20
	%	1.3	5.2	7.9	59.2	26.3
CBC has increased enrolment of learners to Grade one	F	1	2	12	35	26
	%	1.3	2.6	15.8	46.1	34.2

Table 3 on the influence of implementation of the government policies on transition rate of ECDE children from public preschools to public primary school in Kaperset Sub-County, Uasin Gishu County shows that 23(30.3%) of the respondents strongly agree, 47(61.8%) agree, 3(3.9%) undecided, 2(2.6%) disagreed and 1(1.3%) strongly disagree with the statement that Free primary education policy has improved learners' transition to Grade one.

Also, 5(6.6%) of the respondents strongly agree, 61(80.3%) agree, 5(6.6%) undecided, 4(5.3%) disagreed and 1(1.3%) strongly disagree with the statement that devolution of ECDE policy has improved transition to Grade one. Further, 17(22.4%) of the respondents strongly agree, 51(67.1%) agree, 4(5.2%) undecided, 2(2.6%) disagreed and 2(2.6%) strongly disagree with the statement that adoption of Early Years Education Policy has influenced transition to Grade one.

Furthermore, 45(59.2%) of the respondents strongly agree, 15(19.7%) agree, 2(2.6%) undecided, 12(15.8%) disagreed and 2(2.6%) strongly disagree with the statement that Devolution policy has enabled County Government to employ ECDE teachers. Another, 27(35.5%) of the respondents strongly agree, 46(60.5%) agree, 1(1.3%) undecided, 1(1.3%) disagreed and 1(1.3%) strongly disagree with the statement that free primary education policy has increased the number of learners in public preprimary school.



Also, 19(25%) of the respondents strongly agree, 37(48.7%) agree, 1(1.3%) undecided, 10(13.2%) disagreed and 9(11.8%) strongly disagree with the statement that CDF has supported transition rate through construction of classrooms and toilets. Further, 20(26.3%) of the respondents strongly agree, 45(59.2%) agree, 6(7.9%) undecided, 4(5.2%) disagreed and 1(1.3%) strongly disagree with the statement that CBC has motivated learners. Finally, 26(34.3%) of the respondents strongly agree, 35(46.1%) agree, 12(15.8%) undecided, 2(2.6%) disagreed and 1(1.3%) strongly disagree with the statement that CBC has increased enrolment of learners to Grade one.

During interviews, one of male head teachers revealed that:

*“When there are enough resources for the free school pupils therefore, Free primary education policy has made it possible for the pupils to transit from preschool to Grade one”*

.....  
**(Source: Male Head teacher, 40 years)**

A head teacher in school 3 indicated that;

*“Devolution has greatly improved transition from preschool to Grade one due to the fact that resources for building of ECDE structures and payment of teacher’s services is close to the schools”*

.....  
**(Source: Male head teacher, 43 years school [3])**

One of the head teachers indicated that;

*“Since the adoption of Early Years Education Policy, the school has noted an increase in pupils transiting from preschool to Grade one.”*

.....  
**(Source: Male head teacher, 47 years school [5])**

The head teacher noted that;

*“Since the birth of devolution in Kenya and the adoption of devolution policy has granted the county government the permission to pay ECDE teachers making it efficient to run the preschool hence improving transition from preschool to Grade one”*

.....  
**(Source: Male head teacher, 37 years)**

The head teacher interviewed noted that;

*“Free primary policy has encouraged many parents to take their children to school since they have less to pay and less to cater for”*

.....  
**(Source: Female head teacher, 42 years)**

This was more elaborated by one of the head teachers in an interview contacted by the researcher, who noted that,

*“Construction of classrooms by the CDF has enabled the school enrol more pupils thus improving the transition of pupils from preschool to Grade one.”*

.....  
**(Source: Female head teacher, 42 years)**

One of the head teachers interviewed noted:

*“Competence based curriculum has greatly motivated learners in schools since it involves lots of practical’s therefore making find it fun and enjoyable”*

.....  
**(Source: Male head teacher, 45 years)**

One head teacher interviewed note that;

*“Unlike the previous teaching experiences pupils find it fun learning in a more practical in preschool than just teaching with no practical’s”*

.....  
**(Source: Male head teacher, 45 years)**

## **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This section summarizes the findings and makes conclusions and recommendations.

### **Implementation of Government Policies**

The objective of the study was to investigate the influence of implementation of the government policies on transition rate of ECDE children from public preschools to public primary school in Kapseret Sub County, Uasin Gishu County. The respondents agreed in all aspects of implementation of government policies. They agreed that free primary education policy has improved learners transition to Grade one, devolution of ECDE policy has improved transition to Grade one, adoption of Early Years Education Policy has influenced transition to Grade one, Devolution policy has enabled County Government to employ ECDE teachers, Free primary education policy has increased the number of learners in public preprimary school, CDF has supported transition rate through construction of classrooms and toilets, CBC has motivated learners and that CBC has increased enrolment of learners to Grade one.

The study results also shows that implementation of the government policies has a positive influence on transition rate of ECDE children from public preschools to public primary school in Kapseret Sub-County, Uasin Gishu County. This implies that free primary education policy has improved learners' transition rate to Grade one. Also, Devolution of ECDE policy has improved transition to Grade one. Further, Adoption of Early Years Education Policy has influenced transition to Grade one. Finally, free primary education policy has increased the number of learners in public preprimary school.

### **Conclusions of the Study**

The study concluded that government policies have a positive influence on transition rate of ECDE children from public preschools to public primary school in Kapseret Sub-County, Uasin Gishu County. This implies that free primary education policy has improved learners' transition rate to Grade one. Also, Devolution of ECDE policy has improved transition to Grade one. Further, Adoption of Early Years Education Policy has influenced transition to Grade one. Finally, free primary education policy has increased the number of learners in public preprimary school.

### **Recommendations of the Study**

Primary schools should implement all the government policies by preparing ECD children in terms of classrooms, toilets, furniture and adequate qualified teachers. They should also ensure that the environment is friendly for the preschoolers and this will affect smooth transition rate of ECDE children to primary school.

### **COMPETING INTERESTS DISCLAIMER:**

Authors have declared that no competing interests exist. The products used for this research are commonly and predominantly use products in our area of research and country. There is absolutely no conflict of interest between the authors and producers of the products because we do not intend to use these products as an avenue for any litigation but for the advancement of knowledge. Also, the research was not funded by the producing company rather it was funded by personal efforts of the authors.

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