

Influence of Teaching Method on Meeting Expectation for Transition from Preschool to Grade One In Elgeyo Marakwet County, Kenya.

Esther Bitok

*School Of Education and Human Resources Development
Departments of Early Childhood Education
Kisii University*

ABSTRACT

The transition from pre-primary to Grade one need to set proper expectation measures to enhance effective transition. However, Grade one teachers are complaining of poor entry behavior of a learner from preschool. Therefore, this study aimed to determine the influence of teaching methods in meeting expectation for the transition from preschool to Grade one. The study was based on the constructivist theory of learning. This study employed a survey research design. The target population was 1848 participants. The sample size was 272 preschool and 210 Grade one teacher. The study employed stratified random and simple random sampling. Research instruments used in this study were questionnaires and interview schedules. Qualitative data were analyzed using content analysis. Quantitative data analyzed using Statistical Package for Social Science (SPSS version 26) to generate descriptive and inferential statistics. Inferential statistics used was simple linear regression. Analyzed data were presented using tables and reports. The study findings showed that the teaching method had a positive and significant effect on meeting expectations for the transition from preschool to Grade one in Elgeyo Marakwet county ($\beta=0.216$, $p=0.015$). Using the teaching method of asking pupils questions and their answers to assess their expectations is effective for meeting expectations for the transition from preschool to Grade one. Teachers should utilize the child centre approach to improve meeting expectations for transitioning from preschool to Grade one in Elgeyo Marakwet County.

Key words: Teaching methods, transition, teachers and grade one.

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I. Introduction

Education is a series of actions which entail obtaining and imparting of knowledge, adeptness and values that societies need and employ. This is perceived globally as critical in the development of human beings and for the most part as a fundamental human right (Struthers, 2015). According to the Global Campaign for education Report of 2007, those devoted to universal education agreed that education is a significant fragment of the solution for majority of the world's development issues. Education is perceived as a necessity for economic expansion and poverty reduction. The knowledge and decision-making expertise acquired in schools enhances family health and prosperity.

Transition is a set of action that results to change that learners experience when they move from one level of learning to the next. The measures support a learner to develop positive attitude and impressions concerning school and learning (Hacieminoglu, 2016). The widely and enabling factors to enable transition are accessibility of multiplicity and variety of services provided by the concerned persons surrounding the learner. These are parental contribution, peer group undertakings, home support, family participation, parent - teacher partnership and the care given by the Pre-School education-based Centre (Winder & Corter, 2016). On the same hand, preschool education connected services and social economic factors are also essential for they determine entry behavior and age of the learner (Halle *et al.*, 2014).

The transition has a direct impact on young learners' accomplishments in the classroom and successful finalization of primary education period. These factors of transition have not been realized in many countries in the world. Other countries have resolved to review the condition of information with intent to enhance expectation for transition from pre - school to Grade one but have not succeeded (Hayes, 2018). In economically developed nations such as USA, the transition rate of learners from Pre-Primary to the primary school is usually around 99-100% (Jerrim & Choi, 2014), for example the De Lange Commission of the 1980s decided to

evaluate how to improve the education system and brought to light the significance of Pre-primary Education. The commission advocated the setting up of a bridging class to the Primary school.

In South Africa, established pre-school education is quite a new experience in general. Pre-School Education itself is not a new occurrence in the society but have not shown some interest on factors of expectation for effective transition from Pre- School to Grade one. In Uganda UNICEF-aided school readiness program (SRP) initiated a readiness program in the first two months of a learner’s formal education, with an intent to make up for the absence of formal pre schooling and all in all under-developed preschool experience in the country (UNICEF, 2009). The program sparked an improvement in learning by standardizing and normalizing testing for transition. The SRP had a significant influence on enabling learning among repeaters. A subsequent study to assess the effect on key curriculum (math and language) learning attainment at the end of Grade one established a huge influence in 22 out of 25 areas. The deviations were mainly large in areas connected to language and Reading skills.

In Elgeyo Marakwet, transition to school has been encountered in diverse ways by teachers, parents and learners from different national and social backgrounds (Loice, 2018). Different literature on transition exists, in that some of these are longitudinal studies that range from birth or child care /pre-school until the child commenced primary school (Kieng, 2016; Gonthier, Aubry & Bourdin, 2018). Others have only addressed the child’s encounters once their formal education begins in first Grade (Pienaar, Barhorst & Twisk, 2014). The County preschool education and entry into Grade one has no focal component of expectation for effective transition. It was then for this reason that the researcher felt the need to address the gap by investigating on the influence of teaching method on meeting expectation for transition from preschool to Grade one in Elgeyo Marakwet county, Kenya.

II. Theoretical Review

The study was guided by constructivist theory developed by Jean Piaget in 1950. The theory communicates technique through which knowledge is itemized by learners. The theory suggested that via processes of understanding and assimilation learners gain new knowledge from their encounters. When learners assimilate, they consolidate the new experiences into an existing framework without modifying the framework. The theory of Jean Piaget suggests the construction of knowledge out of the Pre-School teaching method as a factor to enhance transition (Mooney, 2013). The theory enhances uniform teaching experiences in this level of Pre-School and generate the knowledge expectation for effective transition from pre-school to Grade one. The theory support and guide the study by Pre-School teachers accommodating and assimilating factors with an aim to enhance expectations for transition from Pre-school to Grade one.

However, constructivism is often linked with pedagogic techniques that advances active learning by creating Pre-School factors of transition used by pre - school teachers for a common goal. All learners have unique needs and background and is seen by constructivists as also unique multidirectional individual (Kiral, 2014). Teaching method is a drastic alteration of role which means that a teacher needs to exhibit a totally different set of skills used in instruction and enhance expectation for transition (Rhodes & Bellamy, 2012). Teachers ought to adopt the learning experience by taking the initiative to steer the total experience towards where learners desire to create value including factors of transition.

Conceptual Framework

The conceptual framework is on the influence of teaching method on meeting expectation for transition from preschool to Grade one.

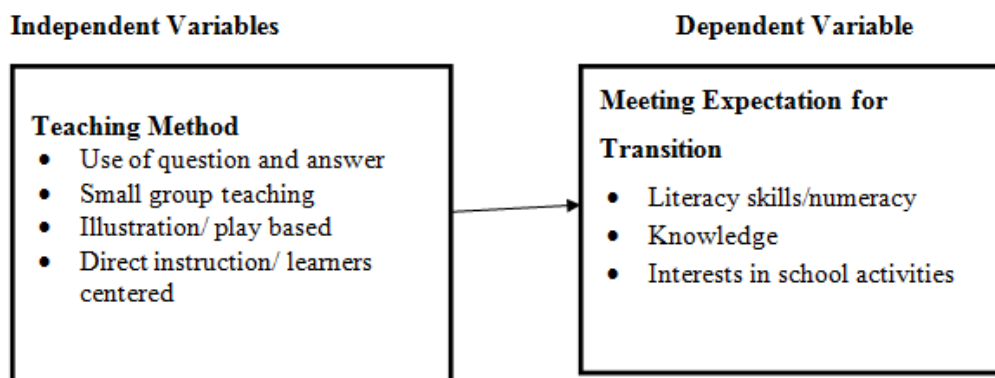


Figure 1: Conceptual Framework

III. RESEARCH METHODOLOGY

Research Design

This study used survey research design. Survey research design deals with gathering distributed information to represent a large area of study (Orodhe, 2014). The survey research is quick and involves descriptive events experienced by individuals or a group of individuals in a research study and making inference of the problem using the sample population. It is also very convenient of information the study variables.

Study Area

This study was conducted in the twenty educational zones of Elgeyo Marakwet County Kenya.

Study Population

The study targeted 462 Pre-Schools attached to public primary school in Elgeyo Marakwet. From these 462 schools the study targeted 462 headteachers, 924 preschool teachers and 462 Grade one teacher. Therefore, the total target population were 1848 participants.

Sample Size and Sampling Procedures

The sample size for schools were obtained using Yamane formula ($n=N/1+Ne^2$). Therefore, the sample size was 272 preschool teachers, 210 Grade one teacher, 20 headteachers and 20 preschool teachers

Research Instruments

Research instruments used were questionnaires and interview schedule

Methods of Data Analysis

Qualitative data collected were analyzed using thematic method. Quantitative data were analyzed using both descriptive and inferential statistics using Statistical Package for Social Science (SPSS version 26). Inferential statistics used was simple linear regression with following equation;

$$Y = \beta_0 + \beta_1 x_1 + \epsilon$$

Where:

x = the independent variables -

x_1 = teaching method

Y = the dependent variable (meeting expectation for effective transition from preschool to Grade one)

β - Beta

ϵ - Error Term.

The analyzed data were then presented in form of tables and prose for interpretation, summary, conclusions and recommendations.

IV. RESEARCH AND DISCUSSIONS

Response Rate

There were 272 pre-school teachers and 210 grade one teacher. Those who filled and returned questionnaires were 226 respondents making a response rate of 83.1% for pre-school teachers and 192 respondents making a response rate of 91.4% for pre-school teachers.

Influence of Teaching Method on Meeting Expectation for Transition from Preschool to Grade one in Elgeyo Marakwet County

The objective of the study was to determine the influence of teaching method on meeting expectation for transition from preschool to Grade one in Elgeyo Marakwet County. A 5-point Likert scale was used where SD symbolized strongly disagreed, D symbolized disagreed, UD symbolized undecided, a symbolized agreed and SA symbolized strongly agreed. The results were as presented in Table 1.

Table 1: Influence of Teaching Method on Meeting Expectation for Transition from Preschool to Grade one in Elgeyo Marakwet County

Statements		SA	A	UD	D	SD	Mean	Sd
1. Asking pupils questions and using their answers to assess their expectation level is effective	F	70	146	9	2	0	4.25	0.57
	%	30.8	64.4	3.8	1	0.0		
2. Small groups teaching and discussion allow one on one teacher assistance	F	144	65	9	7	2	4.51	0.788
	%	63.5	28.8	3.8	2.9	1		
3. Use of illustration in the process of	F	67	130	13	13	2	4.1	0.819

teaching has helped facilitate effective transition	%	29.8	57.7	5.8	5.8	0.9		
4. Pupils learn faster when they are allowed to express their ideas and when give chance for expression	F	115	98	7	4	2	4.41	0.732
	%	50.9	43.3	2.9	1.9	1		
5. Outdoor class session enhances learning process by breaking the monotony of being in class	F	141	65	9	2	9	4.45	0.923
	%	62.5	28.9	3.8	1	3.8		
Total number of respondents (n)		226					4.344	

Table 1 showed that 70(30.8%) of the respondents strongly agreed, 146(64.4%) agreed, 9(3.8%) were undecided and 2(0.9%) disagreed with the statement that asking pupils questions and using their answers to assess their expectation level is effective. Further the study findings showed in terms of means and standard deviation that asking pupils questions and using their answers to assess their expectation level is effective (Mean, =4.25, Standard Deviation=0.570). The study agrees with the study done by Rubie- Davies (2017) who found that in contrast to the average progress and low expectation teachers, the high-expectation teachers spent more time providing a framework for students' learning, provided their students with more feedback, questioned their students using more higher-order questions, and managed their students' behavior more positively. KINFHT (Headteacher) from school 11 noted that:

“Asking pupils questions and using their answers to assess their expectation level is effective.”

Also, 144(63.5%) of the respondents strongly agreed, 65(28.8%) agreed, 9(3.8%) were undecided, 7(2.9%) disagreed and 2(1.0%) strongly disagreed with the statement that small groups teaching and discussion allow one on one teacher assistance. Further the study findings showed in terms of means and standard deviation that small groups teaching and discussion allow one on one teacher assistance (Mean, =4.51, Standard Deviation=0.788). the study agrees with the study done by Kasmaienezhadfad (2015) who revealed that there is a strong correlation between collaborative learning activities with gender and ethnicity. Additionally, the study found no significant correlation between collaborative learning activities with highest qualification of teachers.

KINFHT (Headteacher) from school 6 elaborated that:

“Small groups and discussions allow pupils to have a one in one discussion and allow teachers understand their pupils well.”

The study findings further, 67(29.8%) of the respondents strongly agreed, 130(57.7%) agreed, 13(5.8%) were undecided, 13(5.8%) disagreed and 2(0.9%) strongly disagreed with the statement that use of illustration in the process of teaching has helped facilitate effective transition. Further the study findings showed in terms of means and standard deviation that use of illustration in the process of teaching has helped facilitate effective transition (Mean, =4.10, Standard Deviation=0.819).

Another, 115(50.9%) of the respondents strongly agreed, 98(43.3%) agreed, 7(2.9%) were undecided, 4(1.9%) disagreed and 2(1.0%) strongly disagreed with the statement that Pupils learn faster when they are allowed to express their ideas and when give chance for expression. Further the study findings showed in terms of means and standard deviation that pupils learn faster when they are allowed to express their ideas and when give chance for expression (Mean, =4.41, Standard Deviation=0.923). This study findings agrees with done by Broström (2017) who found that Parents and teachers recognize the importance of helping child recognize smooth transitions into school. Smooth school transitions help children feel secure, relaxed, and comfortable in their new environments. A fundamental goal of a school-start transition is to help young children feel suitable in school, that is, to have a feeling of wellbeing and belonging.

KINFHT (preschool teacher) from school 6 elaborated that:

“Children find it more enjoyable being taught outside the classroom since Outdoor class session enhances learning process by breaking the monotony of being in class.”

Finally, 141(62.5%) of the respondents strongly agreed, 65(28.8%) agreed, 9(3.8%) were undecided, 2(1.0%) disagreed and 9(3.8%) strongly disagreed with the statement that Outdoor class session enhances learning process by breaking the monotony of being in class. Further the study findings showed in terms of means and standard deviation that (Mean, =4.45, Standard Deviation=0.923). The study findings however differed from the study done by Mupa and Isaac (2015) who found out teachers' involvement only in pupils Education. It further found out that teachers' instructional materials were limited only to textbooks and

syllabuses. In addition, they noted that pupils learn in harsh and poor teaching and learning environments with low morale among teachers.

Meeting Expectation for Transition from Preschool to Grade one in Elgeyo Marakwet County

The study sought to determine the level of meeting expectation for transition from preschool to Grade one in Elgeyo Marakwet County. The results were as presented in Table 2.

Table 2: Meeting Expectation for Transition from Preschool to Grade one

Statements		SA	A	UD	D	SD	Mean	Std
1. The transiting pupils have been instilled with good morals	F	18	121	7	8	38	2.48	1.304
	%	9.4	63	3.6	4.2	19.8		
2. The learners have understood the school expectations	F	25	151	3	2	11	1.92	0.837
	%	13	78.6	1.6	1.0	5.7		
3. Transiting learners have developed discipline without being beaten	F	19	152	13	5	3	3.93	0.639
	%	9.9	79.2	6.8	2.6	1.6		
4. The learners have learned how to associate with others while in school	F	19	120	11	6	19	3.77	1.101
	%	9.9	62.4	5.7	3.1	9.9		
5. Learners have learned how to hold pencil and write on a book	F	9	165	7	5	6	2.41	0.665
	%	4.7	85.9	3.6	2.6	3.1		

Table 2 showed that 18(9.4%) of the respondents strongly agreed, 121(63%) agreed 7(3.6%) were undecided 8(4.2%) disagreed and 38(19.8%) strongly disagreed with the statement that the transiting pupils have been instilled with good morals. Further the study findings showed in terms of means and standard deviation that the transiting pupils have been instilled with good morals (Mean, =2.48, Standard Deviation=1.304).

KINFPT (preschool teacher) from school 13 indicated that:

“Discipline in our school is paramount, therefore, transiting pupils have been instilled with good morals.”

Also, 25(13%) of the respondents strongly agreed, 151(78.6%) agreed, 3(1.6%) were undecided, 1(1.0%) disagreed and 11(5.7%) strongly disagreed with the statement that the learners have understood the school expectations. Further the study findings showed in terms of means and standard deviation that the learners have understood the school expectations (Mean, =1.92, Standard Deviation=0.837).

Another, 19(9.9%) of the respondents strongly agreed, 152(79.2%) agreed, 13(6.8%) were undecided, 5(2.6%) disagreed and 3(1.6%) strongly disagreed with the statement that transiting learners have developed discipline without being beaten. Further the study findings showed in terms of means and standard deviation that Transiting learners have developed discipline without being beaten (Mean, =3.93, Standard Deviation=0.639).

KINFPT (preschool teacher) from school 7 indicated that:

“Discipline is not only instilled through only beating but also making our children grow spiritually and ensuring that they are counselled whenever they are faced by some life challenges.”

Further, 19(9.9%) of the respondents strongly agreed, 120(62.4%) agreed, 11(5.7%) were undecided, 6(3.1%) disagreed and 19(9.9%) strongly disagreed with the statement that the learners have learned how associate with others while in school. Further the study findings showed in terms of means and standard deviation that the learners have learned how associate with others while in school (Mean, =3.77, Standard Deviation=1.101).

Furthermore, 9(4.7%) of the respondents strongly agreed, 165(85.9%) agreed, 7(3.6%) were undecided, 5(2.6%) disagreed and 6(3.1%) strongly disagreed with the statement that Learners have learned how to hold pencil and write on a book. Further the study findings showed in terms of means and standard deviation that Learners have learned how to hold pencil and write on a book (Mean, =2.41, Standard Deviation=0.665).

Regression Analysis

Table 3 Coefficients of the Variables

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.162	.362		8.735	.000
Teaching method	.216	.035	.219	2.481	.015

Regression of coefficients results in Table 3 showed that teaching method was found to have a positive and significant effect on meeting expectation for transition from preschool to Grade one in Elgeyo Marakwet county ($\beta=0.216$, $p=0.015$). A unit increase in teaching method caused 0.216 units increased in meeting expectation for transition from preschool to Grade one. The resulting regression model is as follows:

$$Y = 0.162 + 0.216X_1 \dots \dots \dots \text{Equation 2}$$

Where:

Y represents meeting expectation for transition from preschool to Grade one

X₁ represents teaching method

V. CONCLUSIONS AND RECOMMENDATIONS

Conclusions of the Study

The study concluded that teaching method has a significant influence on meeting expectation for transition from preschool to Grade one. Using the teaching method of asking pupils questions and using their answers to assess their expectation level is effective for meeting expectation for transition from preschool to Grade one. Using of illustration in the process of teaching has helped facilitate effective transition. Pupils learn faster when they are allowed to express their ideas and when give chance for expression.

Recommendation

The study recommends teachers to utilize child center approach in order improve meeting expectation for transition from preschool to Grade one. Using of illustration in the process of teaching has helped facilitate effective transition. Pupils learn faster when they are allowed to express their ideas and when give chance for expression.

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