

Effects of Teaching and Learning Resources on Pre School Learners Transition to Class One: A Case Study of Rachuonyo South Sub County

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Abstract

It is the wish of every parent that transition from preschool to primary to be as smooth as possible so that the child can attain the maximum growth and developmental milestones. However, there are several challenges that learners as well as parents and educators do face with regards to smooth transition, Sanders et al (2008). This smooth transition process is determined by several notably availability of teaching and learning resources. It on this premise that the study explored the relationship between teaching and learning resources on pre school learners in transition to class in Rachuonyo South Sub County using case study research design. The study was anchored on the Piaget's theory of cognitive development that appreciates the critical role played by education resource provisions in the development of a Child's schemas. Questionnaires were used to collect data from the targeted 118 preschools with a sample size 259 participants using Yamane (1967) sample selection Formula. Data collected was presented in pie charts and analysed by use of descriptive statistics. The research found out that teaching and learning materials when appropriately acquired, used and stored increases the transition rate of the pre school learners. The research therefore concluded that teaching and learning materials should be used in teaching the pre school children. The research recommended that teaching and learning materials be provided by the parties responsible for the same to enhance holistic development of the child. Teachers should take the leading role in the acquisition, appropriate use and storage of the teaching and learning materials to help improve the academic part of the child.

Keywords: Teaching and Learning Resources, Pre School and Transition

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