

## **Abstract:**

Starting school represents an important developmental milestone for young children and is often viewed as a sensitive stage that shapes later academic achievement. Although early childhood education (ECE) programs are designed to foster readiness for primary school, there remains limited evidence on the effectiveness of intervention strategies within such settings. This study set out to examine the intervention approaches applied to promote school readiness among children enrolled in public pre-primary schools in Konoin Sub-County, Bomet County, Kenya. The specific objectives were to determine the influence of social interaction interventions, emotional support interventions, instructional practices, and selected teacher demographic factors on school readiness. The investigation was anchored on Bandura's Social Cognitive Theory (1977). A descriptive survey design was adopted, targeting 312 pre-primary teachers and 5 Ward Education Coordinators. Using Krejcie and Morgan's (1970) sample size formula, a total of 172 teachers and 5 coordinators were selected. Data were gathered through questionnaires and interview schedules, employing a mixed methods approach. The validity of instruments was checked through expert review, while reliability was confirmed using a pilot test and Cronbach's Alpha. Quantitative data were analyzed using frequencies, percentages, and Pearson correlation, while qualitative responses were subjected to thematic analysis. Results were displayed in tables and figures. Ethical protocols were observed, including securing research permits and ensuring informed consent. The study established significant associations between school readiness and social interaction strategies ( $r = 0.278$ ;  $p = 0.000$ ), emotional support strategies ( $r = 0.608$ ;  $p = 0.000$ ), and instructional support strategies ( $r = 0.789$ ;  $p = 0.000$ ). Teacher demographics also revealed mixed results: gender correlated significantly with readiness ( $r = 0.135$ ;  $p = 0.002$ ), age was positively associated ( $r = 0.160$ ;  $p = 0.045$ ), education level showed no significant effect ( $r = 0.119$ ;  $p = 0.137$ ), while teaching experience had a notable positive relationship ( $r = 0.362$ ;  $p = 0.000$ ). From these findings, the study concluded that social, emotional, and instructional interventions, alongside certain teacher characteristics, play a key role in shaping learners' preparedness for primary education. It was further concluded that instructional strategies should be individualized to reflect children's strengths, interests, and preferred learning styles. The study recommended close collaboration between teachers and families to reinforce learning at home and enhance readiness. The outcomes are expected to benefit teachers, parents, and learners by offering strategies to help children transition smoothly into formal schooling.