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The contribution of accelerated school readiness program to learning continuity

Woyneshet Driba, Hunde [1], Jimma University, MVJ4+R95, Jima, Ethiopia.

Wudu Melese Tarkegne , Jimma University, MVJ4+R95, Jima, Ethiopia.

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Abstract

This study was conducted to assess the contribution of accelerated school readiness programs for learning continuity in Borena and the west Guji Zone. A descriptive survey design was employed. Data were collected from teachers, directors, supervisors, and parent-teacher association members by using questionnaires, focus group discussions, and document analysis methods. The quantitative data were analyzed by using descriptive and inferential statistics such as mean, standard deviation, and t-test and whereas the qualitative data were analyzed by narration to support the quantitative findings. The result shows that accelerated school readiness program highly enhances students learning continuity for grade one. Besides, this program improved students' academic achievement in grades one and two. Accordingly, it is suggested that the funding organizations and the Ministry of Education should maintain the sustainability and institutionalization of the program particularly in the pastoralist areas since it is a better option of providing preschool education in the country.

Keywords: Accelerated school readiness programs; learning continuity; school readiness

* ADDRESS FOR CORRESPONDENCE: Woyneshet Driba, Hunde, Jimma University, MVJ4+R95, Jima, Ethiopia.
Email address: woindiriba@gmail.com

1. Introduction

Education is a basic human right and has been recognized as such since the adoption of the universal declaration on human rights in 1948. Since then, numerous human rights treaties have reaffirmed this right and have supported the entitlement of free and compulsory primary education for all children. Basic formal education is seen as essential for the full accomplishments of individuals as human beings, their survival, and their lifelong development (Kratli, 2001; Rodriguez Espinosa et al., 2022).

This immense ability can be realized through education without which it is difficult to imagine human and national development. In other words, central to the development of any nation and its people is the education of its citizens. In this regard, UNESCO (2008: 28) states that "education is not only an end indeed; the right enshrined in the Universal Declaration of Huma Rights (UDHR), it is also our principal and often our sole means of action". In short, education is a key human right without which many other human rights are difficult to attain (UNESCO, 2006).

Cognizant of this fact countries in the world are striving to expand education. In other words, despite significant strides registered in achieving education for all globally, the greater majority of children are, however, most disadvantaged and are either at risk of educational exclusion or underachievement and early drop-out (UNESCO, 2006), particularly in resource-scarce parts of the world. According to Woodhead and Moss (2007), these challenges have generally been conceptualized as problems of school readiness.

To expand access to preschool education the government adopted different strategies apart from the formal 3-year KG education. One of these is a school readiness program which is a viable strategy to close the learning gap and improve equity in achieving lifelong learning and full developmental potential among young children. It does so by considering all children, especially the vulnerable and disadvantaged, including girls, children with disabilities, ethnic minorities, and those living in rural areas. School readiness supports the adoption of policies and standards for early learning, expanding the provision of opportunities beyond formal center-based services to target those who are excluded. School readiness has been linked with positive social and behavioral competencies in adulthood as well as improved academic outcomes in primary and secondary school, both in terms of equity and performance (Britto et al., 2012; Day, Kelley, Browne, & Kohn, 2020; Palmer et al., 2020; Mammadov & Hertzog 2021).

The children obtain school readiness benefits are crucial that they are adequately prepared for primary school, enroll on time, and receive comprehensive, high-quality education to ensure that children arrive at school with a strong foundation in language, literacy and numeracy and the social and emotional skills needed for learning; and decrease early drop-out rates and enhance overall primary school performance (Janus & Duku, 2007).

The Ethiopian government has designed an Accelerated School Readiness program for improving learning for young children. The program is both low-cost and scalable. The trained teachers will provide 150 hours of school-readiness support focused on developing basic academic and cognitive skills including pre-literacy and pre-numeracy skills. Teachers will also focus on behavioral skills such as how to interact with teachers and other students (Van Zyl, 2004).

The program is delivered in two models to deliver school readiness support. The first model is to provide support to children during the summer break before they start first grade and will pay a stipend to teachers who agree to teach the summer program. In the second model, children are receiving school readiness support during their first two months of the first-grade term. After the

program is completed, the teacher will teach a condensed version of the regular first-grade curriculum to make up for the time spent on improving school readiness (Van Zyl, 2004).

1.1. Purpose of study

The positive effects of the ECCE program on school readiness, academic progress, and psychosocial well-being have been documented in hundreds of research studies since the 1960s and dozens of research syntheses (Reynolds & Temple 2008). High-quality ECCE programs will usually improve children's cognitive functioning, readiness for school, and school performance. Improvements are seen in academic achievement, in reducing grade repetition and drop-out, and with growing evidence of life-transforming outcomes emerging in studies with longitudinal evidence (Anderson et al., 2003). This has already been observed in Ethiopia with children who had enrolled in the kindergarten program, at age 8, scoring 32% higher in cognitive tests than those who had not and with a higher probability of grade completion (Woldehanna & Gebremedhin, 2012).

Presently accelerated school readiness (ASR) program as one of the ECCE programs is implemented at 36 woredas of Oromia regional state since 2015. It is a more flexible and low-cost program than KG with 3 years duration and other modalities to reach quality preschool education for pastoralists and low-income societies but its effectiveness should be supplemented by scientific evidence. Since Ethiopia has limited resources and devoted itself to expanding preschool education to all her children, low-cost short length duration and pedagogical sound method of delivery is important to use as a result accelerated school readiness is considered one alternative way of providing pre-education for such a country student(Van Zyl, 2004). However, its effectiveness is not yet assessed empirically. Therefore, this study is aimed at assessing the contribution of the ASR program to learning continuity in Borena and the west Guji Zone. To see this, the following research questions were raised:

- What are the contributions of the ASR program to create learning continuity (in terms of physical, normative, cognitive, social, emotional, and literacy readiness) of grade one children in the study area?
- Is there a significant difference in the academic achievement of grade one and two students who attained ASR and not attained ASR in sample Woreda of the study area?

2. Materials and Methods

2.1. Research design

The study used a descriptive survey design to assess the contribution of the accelerated school readiness program to create learning continuity. It helps to deeply analyze the contribution of ASR components readiness in terms of promoting learning continuity of grade one students. This design is appropriate for this study because it allows for rapid data collection within a short period hence cutting down on costs. It also ensures that large areas are covered.

2.2. Participants

To make the sample area manageable and representative out of the nine zones in which this program is given, Borena and West Guji Zones were selected purposively with the assumption that these Zones were the relevant source for this study since; the communities in these Zones were pastoralist and live in rural areas. In both zones, the five weradas where this program is implemented were included purposively. Each werada has 10 ASR centers, so in total there were 50 ASR centers in five weradas. Out of these 25 (50%), centers were selected by using a systematic

random sampling technique. The summary of the sample of the study and the sampling technique used is presented in Table 1 below.

Table 1

Participants of the study

No	Participants	Population	Sample	Sampling Technique
1	Zone education offices SIP expert	2	3	Availability sampling
2	Woreda education office SIP expert	5	5	Availability sampling
	ASR Center school director	50	25	Availability sampling
3	ASR Center Supervisors	7	7	Availability sampling
4	ASR Facilitators	50	25	Availability sampling
5	PTA members	50	25	Simple random sampling
	Total	164	89	

**SIP: school improvement program*

***PTA: parent-teacher association*

2.3. Data Collection Instruments

The instruments used for collecting data include the following:

Questionnaires: **-** Both closed and open-ended questionnaires were employed to collect quantitative and qualitative data from the sample of the study. This is because the questionnaire is convenient to conduct surveys and to acquire necessary information from a large number of study subjects within a short period. Furthermore, it saves time and energy and also provides a high proportion of usable responses. The questionnaires prepared for facilitators, school principals, and supervisors were translated into the local language (Afan Oromo) to make them easily understood by the respondents. The English language questionnaires were administered to Zone education office experts and Woreda education office school improvement program (SIP) experts. Therefore, the questionnaires (both open and close-ended) were administered to female and male ASR teacher facilitators, ASR center Director, CRC Supervisor, wereda, and Zone SIP experts.

Focus Group Discussion: **-** Focus group discussion is one of the data gathering tools whereby a group of individuals is selected to discuss together a focused topic under research. Therefore, semi-structured focus group discussions guide questions were prepared and five focus group discussions were conducted at five werada; each werada contained five PTA total with 25 PTA-conducted focus group discussions. Focus group discussion was conducted using the local language (Afan Oromo) to ease communication.

Documents Analysis: **-** Documents were consulted to find the students' academic performance results of those students who attended the ASR program and those who did not attend the program. The roster review was conducted at two werada, where the two weradas drawn by lottery method out of five weradas and one center out of five centers from each werada were considered in this research to compare the achievements of a student who attend the ASR program and who do not attend the program from grade one and two.

2.3.1. Maintaining the validity and reliability of instruments

To maintain the validity of the instruments, the questionnaires were given to two experts to review and give comments, and the questionnaires were improved and some instruments were corrected that were confusing and ambiguous questions. To maintain the reliability of the instruments pilot testing was conducted in two weradas at three centers that are not part of the sample. Questionnaires were pre-tested using 15 teacher facilitators of ASR and 15 ASR center school

directors, which means 30 respondents, who took part. Then the internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha and it is found to be 0.80 which is considered as good or acceptable according to the Jackson (2009) guideline.

2.4. Data Analysis

To analyze the data, different appropriate data analysis methods were employed. Quantitative data were analyzed by using descriptive and inferential statistics like Mean, Standard deviation, and t-test; whereas qualitative data were analyzed by using narration to substantiate the quantitative data.

2.5. Ethical considerations

The ethical issue was considered in this study by explaining the purpose of the study to the participants and the researcher has asked their permission to answer questions in the questionnaires or focus discussion guide. The researcher also informed the participants that the information they provided was only for the study's purpose. Accordingly, the researchers used the information from his participants only for the study purpose. Besides, the researcher ensured confidentiality by making the participants anonymous.

3. Result

3.1. The contribution of ASR to learning continuity

The main purpose of this study was to assess the contribution of the accelerated school readiness program on the learning continuity of the students. In light of these issues, this research concentrated on assessing the contributions of the program in terms of school readiness components and comparing academic achievement of grades one and two between the intervention group with the nonintervention group in sample weradas from Borena and West Guji Zone. Accordingly, the first research question deals with examining the contributions of ASR program implementation, to create learning continuity in terms of its components (physical, normative, cognitive, social, and emotional and literacy readiness) of grade one children. Hence, participants were requested to show the extent of agreement and disagreement towards statements of the ASR component's readiness.

School readiness is an important strategy for improving equity in access to education and learning outcomes, especially for marginalized children. Such children are less likely to receive support for early learning at home and up to 10 times less likely to attend an early childhood education program. The importance of such improvement inequity is evident at the individual and global levels. At the individual level, evidence from multiple perspectives implicates school readiness as an important factor in educational achievement; children's development and learning; school completion including primary school; and ultimate success in adulthood. Cognizant of this fact in Ethiopia this program has been implemented in some parts of the country, particularly in the pastoralist areas. Accordingly, to examine the contribution of ASR on the physical readiness of student's participants were requested and their response is presented in Table 2 below.

Table 2

ASR contribution to students' physical readiness (n=62)

No	Items	Mean	SD
1	The student's ability to complete writing activities without the other help	4.58	.615
2	The students are capable to acquire physical fitness such as adequate energy for classroom and playground activities.	4.53	.564
3.	Support students' motor coordination and reinforce concepts taught	2.34	.651

4	Make strong students' enough motor development	4.27	.682
5	Develop students' fundamental motor skills and physical fitness (e.g., agility, reaction, eye-hand coordination, and flexibility)	4.65	.482
5	Foster student's good health habits and self-care ability (e.g., writing, putting on clothes and personal hygiene)	50	25
	Average	4.45	.36

***Note**: *The level of agreement (scale of value) for response evaluation, included a 5-point scale*

***** For the sake of the analysis, the obtained mean values were interpreted as: [1- 1.5) =strongly disagree, [1.5- 2.5) = Disagree, [2.5-3.5) = Undecided, [3.5- 4.5) = Agree and ≥ 4.5 = strongly agree.*

Table 2 above contains six items regarding statements that contribute to ASR in terms of physical readiness toward grade one students. Here the items are aimed to address whether ASR contributes to enhancing the physical readiness of the child to bring learning continuity. Accordingly, as is shown in the table the average means (4.45) and the standard deviation (.36) indicate that the program contributes to the student's physical readiness.

The above result revealed that the accelerated school readiness program has a significant impact on improving the students writing activities, capable to acquire physical fitness such as adequate energy for classroom and playground activities, help to make strong students' enough motor development, develop student' fundamental motor skills and physical fitness (e.g. agility, reaction, eye-hand coordination, and flexibility), and foster students' good health habits and self-care ability (e.g. writing, putting on clothes and personal hygiene).

Another expected role of ASR is to develop students' normative readiness. Normative school readiness is the acceptance of authority, task orientation, task completion, sense of responsibility, the ability to communicate and to share, as well as the ability to regulate him/her (and) to accept challenges, tackle tasks, and to make sense of the normative content. Thus, participants in this study were requested on this issue and the response is presented in Table 3 below.

Table 3

ASR contribution to the development of students' normative readiness (n=62)

No	Items	Mean	SD
1	Students can accept authority, task orientation, and take turns.	4.18	.897
2	Encourages students' communication and sharing with others	4.37	.752
3.	Help students know their culture and classroom norms	4.21	.792
4	Students can control themselves and accept challenges to tackle the task.	4.35	.704
5	Enable students to control their behavior.	4.42	.666
	Average	4.31	.35

As is depicted in Table 3 the average mean and standard deviation (4.31) and (0.35) respectively indicates that the accelerated school readiness program has a paramount role in the development of students' normative readiness. In other words, those students who participated in this program enable to accept authority, task orientation, take turns, encourage students' communication and sharing with others, help students to know their culture and classroom, control themselves, and accept challenges to tackle the task and control their behavior.

Cognitive school readiness is one of the expected contributions of the accelerated school readiness program. Accordingly, participants were asked to show their agreement or disagreement on the role of cognitive readiness or not and the result is presented in Table 4.

Table 4

ASR Contribution to Students' cognitive readiness

No	Items	Mean	SD
1	Developed Students' levels of observation and attention span.	4.53	.564
2	Improve Students' thinking capacity.	4.55	.592
3.	Broaden students' critical thinking.	4.50	.594
4	Help Students understand objects, sounds, shapes, colors, sizes, family	4.50	.504
5	Enable students to reasonably number thinking.	4.50	5.04
5	Improve students' language acquisition.	4.65	.515
	Average	4.54	.27

Concerning the contribution of ASR on grade one student cognitive readiness as shown in Table 4 above the participants confirmed that this program has a significant role in the development of student's cognitive readiness with a mean (4.54) and standard deviation (.27). In other words, accelerated school readiness program contributed for students' levels of observation and attention span for grade one, improve students' thinking capacity when they join grade one, support to broaden students' critical thinking, help students to understand objects, sounds, shapes, colors sizes, family members, etc, able to reasonable number thinking, and improve students' language acquisition.

Another role of the accelerated school readiness program is the development of social readiness. It refers to the empowering of learners to ask for assistance from teachers and peers and in doing so get the full benefit of the learning experience, while a lack thereof will reduce the chances of receiving assistance. Accordingly, participants were requested on this issue and the response is presented in Table 5 below.

Table 5

ASR contribution to grade one student on social readiness (n=62)

No	Items	Mean	SD
1	Support Students enhance avoid shyness	4.60	.527
2	Help students practice giving answers.	4.58	.497
3.	Enable Students to express their feeling and understand the feelings of others	4.53	.564
4	Develop Students' habit of respect in speech, using proper speech, apologies	4.66	.542
5	Enable Students to interact with others, take turns, and cooperate.	4.69	.465
	Average	4.61	.23

Regarding the responses of the respondents on the contribution of ASR in terms of its components toward grade one students for social readiness, 5 items were prepared. Accordingly, as is shown in the above table participants confirmed that accelerated school readiness programs contributed to students' social readiness with a mean value of (4.61) and standard deviation of (0.23). This simply indicates that this program helps students to enhance avoid shyness, help students' practice giving answers, enable students' express their feeling and understand the feelings of others, enable students to develop students' habits of respect in speech, use proper speech, apologies, and enable students to interact with others, take turns a cooperate.

The qualitative data obtained from focus group discussions with PTA also support this idea. The PTA said that we prefer the ASR program to send our children to attain preschool education. Since the program is flexible our children can attain at the summer session as well as at the beginning of the school year. In summertime the rest of our children who learn formal school are at break time so they help us, the children who will be in grade one in the coming year can attain preschool without any problem. The other reason PTA rose during the focus group discussion we prefer the program because our living place is rural which is far from urban, so we have no other option of preschool unless the

"O" class limited class at the school level. Thus, our children get tremendous advantages from the program". Besides, some of them said that the program enables them to develop school readiness towards physical, social, normative, cognitive, emotional, and basic literacy" easily within two months. Moreover, others said that "as the result of attaining this program, our children are not new to the school environments so this can enhance the learning continuity for grade one".

Emotional readiness of school beginners includes the ability to deal with regulate and appropriately express their own emotions think before acting as well as the ability to respond appropriately to the feelings of others. To be ready for formal learning, the learner needs to be emotionally stable which is achieved through loving care, unconditional acceptance, encouragement, recognition, and praise that the child receives from the educator. Thus, participants of this study were asked to give their opinion on the role of ASR in the development of students' emotional readiness and the result is summarized and presented in Table 6 below.

Table 6

ASR contribution on grade one students on emotional readiness (n=62)

No	Items	Mean	SD
1	Engage Students in positive relationships with teachers and peers and enjoy learning	4.71	.584
2	Help students identify the needy, helping, and gifts.	4.48	.671
3.	Enable students to express themselves, one another, family members, a friend, and the immediate environment.	4.40	.689
4	Improve Students' requesting help, and showing interest in working together.	4.39	.732
5	Enable Students to express their likes and dislike.	4.11	.812
6	Enhance Students' communication effectively and follow directions.	4.37	.730
	Average	4.41	.39

As shown in Table 6 items that help to assess the ASR component contribute to the emotional readiness of grade one student was presented. Concerning this, the respondents were asked to rate whether or not the ASR program enables the development of emotional readiness. As a result, the average mean value is (4.41) with an SD value of (.39). From this value, one can understand that the respondents strongly agreed that implementations of the program support the development of emotional readiness.

From the above table, it is clear that accelerated school readiness program helps to engage students in positive relationships with teachers and peers and enjoy learning, help students to identify the needy, help and gifts, help to enable students to express themselves, and one another, family members, a friend, and immediate environment, improve students' requesting help, showing interest in working together, express their likes and dislike, and helps to enhance students' effective communication and follow direction.

Literacy readiness is an important part of school readiness, which includes a love for books, an eagerness to learn, and considering reading as challenging, but pleasant. It is expected that learners who attended preschool before entering formal schooling were also exposed to more emergent literacy because they had the opportunity to handle books and engage in age-appropriate writing activities. Consequently, in this study to see the contribution of accelerated school readiness programs on students' literacy readiness participants were requested and the result is summarized in Table 7 below.

Table 7

ASR contribution to grade one student on literacy readiness (n=62)

No	Items	Mean	SD
1	Enhance Students' love of books and eagerness to learn	4.53	.671
2	Enable Students' to be competent take part in classroom activities	4.56	.643
3.	Improve Students' verbal language, such as listening, speaking	4.55	.533
4	Enable Students' Oral counting of numbers up to 20 and letters	4.60	.586
5	Enhance Students' comparing and identifying characteristics of the picture	4.63	.550
	Average	4.57	.29

*A*s shown in Table 7 the participants confirmed that the accelerated school readiness program has a paramount significance on the development of students' literacy readiness with average mean values of (4.57) and (0.29) standard deviation. From this result, it can be understood that the ASR program enhances students' love of books and an eagerness to learn, and express their likes and dislike, improve students' verbal language, such as listening and speaking, and enable students' oral counting of number up to 20 and letters.

3.2. Comparison of Students' Achievements

To confirm the contribution of ASR components (physical, normative, cognitive, social, emotional, literacy readiness) on achievement in grade one and grade two results of students who receive the program and did not participate in the program were compared from the roster for witness. Since the results from the roster (dependent variables) are normal and the two groups are students who receive the ASR program and didn't receive the ASR program are non-overlapping groups we can apply an independent t-test.

Table 8

Mean Comparison of Achievement

Mean Comparisons of Grade One Achievement

Variables	N	M	SD	T	df	p
Group				13.576	58	.000
Those who participate	30	84.8633	9.47558			
Those who did not participate	30	56.0763	6.71507			
Mean Comparisons of Grade Two Achievement						
Variables	**N**	**M**	**SD**	**T**	**df**	**p**
Group				17.166	58	.000
Those who participate	30	88.3033	5.32318			
Those who did not participate	30	53.3287	9.80780			

Table 8 above shows that the mean difference in achievement results between students who attended the ASR program and didn't attend the ASR is statistically significant for both grade one and grade two. Therefore, from this one can conclude that the ASR program is highly contributed to learning continuity. Besides, this may reveal that we can predict the results of students' success that appear because of the physical, normative, cognitive, social, emotional, and literacy readiness the children developed as the results of accelerated school readiness programs.

4. Discussion

In this section, two major findings of this study are discussed. School readiness is the overall readiness a learner needs to master to benefit from formal schooling. School readiness can be seen as having the skill needed to make satisfactory academic progress to benefit from formal schooling (De

Witt, 2009; Schudde & Keisler, 2019). School readiness implies numerous aspects that have to be well developed for a learner to be ready for school. School readiness aspects include social, emotional, physical, cognitive, normative, and cultural readiness.

Physical readiness refers to learners' health status and development of physical abilities and motor skills (Bennion et al., 2019; Rissmiller et al., 2019). The results of this study revealed that those students who participated in the accelerated school readiness program developed physical readiness skills. Substantiating the above idea Sherry and Draper (2012) argue that all aspects of formal learning are based on sufficient physical skills and that a lack thereof could lead to poor academic progress as well as social and behavioral problems. This program allows practicing and playing activities which are keys to the development of motor skills.

Normative readiness which is the characteristics and behaviors shown by learners while engaging in learning activities, including persistence, emotion regulation, attentiveness, flexibility, and organization is one of the expected outcomes of ASR and the result also shows this. Scholars such as Halle et al. (2012) confirmed that children who get such an opportunity help develop normative approaches to learning which include enthusiasm, curiosity, and persistence on tasks, as well as temperament and cultural patterns and values.

One of the six components of school readiness is cognitive readiness which includes well-developed levels of observation, attention span, thought, memory, visualizing, and fantasizing, as well as a reasonable understanding of numbers, the ability to analyze and synthesize, and an adequate level of language development. As shown in the result part (Table 4) accelerated school readiness program has a significant role in the development of students' cognitive readiness. Supporting this result scholars such as Davies et al (2016) explained that those students who get an education in the form of ASR develop cognitive readiness of learner that refers to age-appropriate reading, writing, and numeracy skills as well as age-appropriate knowledge of his/her life world.

One of the roles of preschool education is the development of social readiness skills. Likewise, the results of this study indicate that students who participated in the accelerated school readiness program developed social readiness skills. Supporting this idea Romano et al. (2010) explain that well-developed social readiness skills can empower a learner to ask for assistance from teachers and peers and in doing so get the full benefit of the learning experience, while a lack thereof will reduce the chances of receiving assistance. Lacking social-emotional skills may lead to behavior that disrupts the learning process, resulting in negative relationships with teachers and peers.

The learners' language development includes their ability to communicate verbally, as well as their emerging literacy level. Verbal communication consists of learners' listening skills, communication skills, and vocabulary. As indicated in the result part of this study ASR contributes to the development of students' literacy readiness. Supporting the above idea Halle et al., (2001), state that, the required language development for school beginners includes verbal language. These verbal language skills include listening, speaking, vocabulary, and emerging literacy such as story sense and the writing process. Learners who attended preschool before entering formal schooling were also exposed to more too emergent literacy because they had the opportunity to handle books and engage in age-appropriate writing activities. In preschools, learners are already exposed to sounds and letters which will help them to communicate clearly and succeed in reading.

School readiness has a long-term effect on the development of a learner, including a successful school career, employment, and the ability to contribute to society (Lapointe et al., 2007). Chan (2012) argues that children who experience a smooth transition to school and early school success perform

better academically as well as socially and emphasizes that the transition to the formal learning environment is one of the most important changes that take place in early childhood.

5. Conclusions

Based on the findings of the study it can be concluded that children who participated in the ASR program had good physical readiness, normative readiness, cognitive readiness, social readiness, and emotional readiness when compared to children in the control group. So, the positive outcome related to students' school readiness were found across all of which this study covers. The second point that we can understand from this study is that the academic achievements of grade one and two students who attain the ASR program are better than students who did not attain the program.

To increase preschool educational access to all school-age- children, especially to those who are pastoralists and far from the center, the ASR program is a good initiative since the ASR program had an indispensable contribution to successfully transitioning children to primary school by enhancing children's school readiness skills (both academic and social). So, organizations that support this program should continue to explore long-term funding options to ensure the sustainability of the program and the Ministry of Education should institutionalize the program until the potential for the preprimary school is developed. Besides, the program should expand into all areas in the country particularly in the pastoralist area to give access to all children to pre-primary education.

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