


An examination of primary school teacher's perception of school readiness programs

Dereje Dakamo Tomora ¹, Addis Ababa University, NBH1, 4killo King George VI St, Addis Ababa, Ethiopia, 

Suggested Citation:

Tomora D. D. (2023). An examination of primary school teacher's perception of school readiness programs. *Cypriot Journal of Educational Science*. 18(4), 644-654. <https://doi.org/10.18844/cjes.v18i4.8869>

Received from January 26, 2023; revised from February 25, 2023; accepted from April 24, 2023.

©2023 by the authors. Licensee Birlesik Dünya Yenilik Arastırma ve Yayıncılık Merkezi, North Nicosia, Cyprus.

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

Abstract

School readiness implies that children are prepared for school, families are prepared to help them learn, and schools are prepared for them. It depends on the development of physical, cognitive, language, and socio-emotional development. This study was intended to examine the primary school teachers' perception of school readiness. The participants were 30 teachers of 2 primary schools (Argo and Hogoba) from one of the 8 sub cities called Tabor, Hawassa City. The sub-city was selected using a lottery method and schools were selected by systematic random sampling technique. A survey design was employed to conduct this study. The questionnaire was the main data-gathering tool used. Independent-sample t-test, one-way ANOVA, and other descriptive statistics were employed to analyze data. The findings of the study reveal that primary school teachers have sufficient knowledge about school readiness programs. However, it was revealed that there is a substantial relationship between the perception, level of qualification, and age of the participants.

Keywords: Perception; primary school; school readiness; teachers; transition to school.

* ADDRESS FOR CORRESPONDENCE: Dereje Dakamo Tomora, Addis Ababa University, NBH1, 4killo King George VI St, Addis Ababa, Ethiopia.

E-mail address: deredakamo@gmail.com / Tel.: +251913886727

1. Introduction

Families, decision-makers, communities, legislators, and educators are interested in children's preparation for primary education in terms of their academic performance (Fonseca, 2017; Yan & Hou, 2023). Although there is no one definition for what it means to be "school readiness" at the larger level, states and organizations have come up with several definitions to highlight preparedness abilities that are considered crucial for children starting primary education. The physical, social-emotional, cognitive, and communication skills and early childhood developmental domains are associated with the definition of this concept.

The "whole" child was the emphasis of a policy statement on school preparation that was produced by the National Association for the Education of Young Children (NAEYC). The NAEYC's (1995, p. 1) most recent position paper on school readiness, which is over 20 years old, still states that "children's social skills, physical development, intellectual abilities, and emotional adjustment are equally important areas of development, and each contributes to a child's adaptation to school life". Child development is not restricted to becoming "ready" for school by becoming proficient in just one area by taking a holistic approach to school readiness.

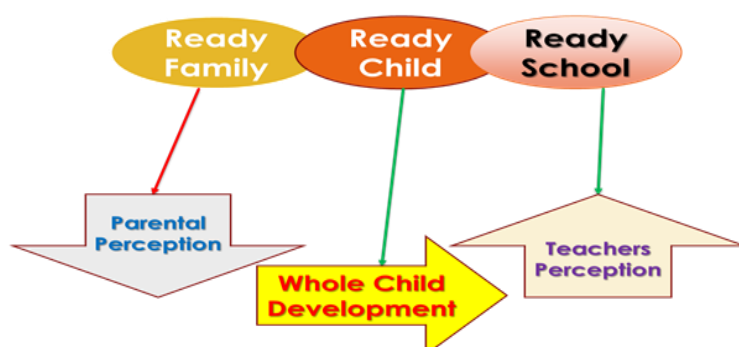
A good start in life, in a nurturing and safe environment that enables children to survive and be physically healthy, mentally alert, emotionally secure, socially competent, and able to learn, is an excellent example of more contemporary concepts of school readiness (Yildiz, Kilic & Acar, 2022; Rivas et al., 2023). The World Fit for Children (WFFC) mission statement from 2002 stresses the significance of providing young children with a nurturing, secure, and stimulating environment for their overall development (Lombardi, 2012).

1.1. Literature review

Three dimensions (child, school, and parental readiness) can be incorporated into the idea of school readiness. A child who is prepared for school has fundamental knowledge and abilities in a range of subject areas that will enable him to succeed in the classroom (Teague, 2022); The characteristics of the school environment that enable a seamless transition for children into primary school and advance learning for all children are used to describe schools' preparedness for children (Pianta and Kraft-Sayre 2003). It has been demonstrated that supportive parenting and stimulating home environments are among the best indicators of academic achievement in elementary school and beyond (Bradley and Corwyn 2005).

Figure 1

Conceptualization of school readiness



In Figure 1, conceptual framework, the concept of school readiness is viewed in three important dimensions. It is all about having a ready family, a child, and a ready school. As teachers are an important resource in schools (Grant, Jeon & Buettner, 2019), the focus of this study was investigating how their perception affects school readiness.

Having children well equipped with early skills such as numeracy, literacy, communication, creativity, and environmental awareness is the basic issue in school transition. According to Pianta (2000), a key factor in predicting successful transitions is the network of relationships among social settings (such as teachers, parents, and preschool care providers) (Kara & Selcuk, 2021). To enhance long-term academic performance, more focus must be placed on determining successful, evidence-based early childhood programs and assessing students' preparation for school (Daily et al., 2010; Patton & Winter, 2022). There are substantial concerns regarding how preschool fits into children's entire school careers as a result of the shift in kindergarten culture.

Most researchers discuss that the importance of early childhood care and education is irreplaceable in children's development, although few studies were conducted on how parents and primary school teachers perceive this effect. There is currently a paucity of information that would allow us to know which practices will help children the most as they move to primary education. Therefore, this study is intended to examine primary school teachers' perceptions of a school readiness program in the Hawassa City Administration.

1.2. Related Studies

According to state in Keating (2007), the complexity and variety of activities surrounding the concept of school readiness are due to its subjective definition and frequent misunderstanding. According to Kagan and Neuman (1998), preparation for school is the demonstration of a preset, recognizable set of cognitive, linguistic, social, and physical skills. Kagan defines readiness to learn as the developmental level at which an individual has the potential to acquire specific materials.

Five areas of school readiness are also identified by other researchers (Cushon, Vu, Janzen & Muhajarine, 2011) as relating to physical health and appropriate motor development, emotional well-being and a positive outlook on new experiences, age-appropriate social knowledge and competence, age-appropriate language skills, and age-appropriate general knowledge and cognitive skills. According to some academics (Johansson, 2002), each area has a significant impact on how well youngsters acclimate to school and their short- and long-term academic success.

According to other academics (Rosier & McDonald, 2011), the lack of agreement on what ready is and how to assess its results in a poorly defined term that is understood differently depending on the circumstance. According to Pivik (2012), readiness can be categorized into many conceptual categories, such as readiness that is a child's own and develops over time until they reach adulthood or readiness that is encouraged or achieved through environmental interventions. According to Wesley and Buysse (2003), ready is a concept or collection of meanings that communities and schools have created, while also considering the child's qualities and experiences in his or her surroundings.

It is accepted that despite years of debate, there is still no consensus on what is meant by "school readiness". The notion of school readiness, according to Graue (2006), is intricate and multifaceted, with a variety of formulations including various elements. Even early childhood education specialists cannot agree on a single concept of school readiness in this regard.

According to Bingham and Whitebread (2012), context, and the environments in which children live and interact with parents, instructors, and other community members as well as a child's emotional, cognitive, linguistic, and social talents are other sources of preparedness. Some researchers link readiness to other interconnected elements, such as the child's access to social, political, organizational, educational, and personal resources, that assist their success in entering school (Ackerman & Barnett, 2005).

The perception and implementation of the school preparedness program by teachers are one of the highlighted variables for children's success in primary school. However, some academics concur that a child's readiness to learn is influenced by their personal qualities, their family, the

cultural and contextual diversity of each child's early learning and development, early childhood education programs, schools, and instructors' support (Boethel, 2004; Dockett & Perry, 2009).

School readiness programs, according to Wesley and Buyssee (2003), should emphasize children's physical well-being, social skills, and capacity for clear communication and deference to authority figures. Rimm-Kaufman (2004) also emphasizes that teachers must place a strong emphasis on students' preparation in social domains and in adjusting to school routines (Dockett & Perry, 2004).

It is obvious that high demands from teachers and shifts in teaching philosophy, according to Petriwskyj, Thorpe, and Tayler (2005), are the causes of children having trouble transitioning. Several academics contend that teachers' judgments of students, family, community, or the curriculum, in general, have a significant impact on what happens when kids start school (Peters, 2000). According to Jacobs (2001), teachers' knowledge of children's development is important because it contributes to the creation of a framework for understanding what kids may be able to do at different ages.

Understanding child readiness in the setting of a school is essential because it affects teachers' goals for teaching certain skills (Griebel & Niesel, 2002). According to some research, teachers place a greater emphasis on academic skills and fundamental information than kindergarten teachers do, such as the alphabet's letters (Harradine & Clifford, 1996). According to other research, social and emotional abilities are the main emphasis of teachers' thoughts on students' preparation for school (Lin, Lawrence & Gorrell, 2003).

1.3. Purpose of study

The purpose of this study was to examine how primary school teachers understand school readiness programs. It attempts to explore primary school teachers' perspectives and concerns regarding qualities that children should have before they start primary school. To this end, the main objective of this study was to investigate primary school teachers' perceptions of school readiness programs in the study area.

Specifically, it was to:

- Explain primary school teachers' perception of school readiness programs in Hawassa City Administration.
- Examine the difference between male and female primary school teachers' perceptions of school readiness programs in the study area.
- Test if there is a significant difference in the perception of school readiness programs among primary school teachers with different educational levels.
- See if there is any difference in the perception of school readiness programs among primary school teachers with different work experiences.

This study was intended to answer the following research questions.

1. What is the knowledge of primary school teachers about school readiness programs?

Ho¹ = Primary school teachers have no sufficient knowledge about school readiness programs.

2. Is there a significant difference in perception between male and female primary school teachers about school readiness programs?

Ho² = There is no significant difference in perception about school readiness programs among male and female primary school teachers.

3. Is there a significant difference in perception among primary school teachers with different age groups about school readiness programs?

Ho³ = There is no significant difference in perception about school readiness programs among primary school teachers of different age groups.

4. Is there a significant difference in perception of school readiness programs among primary school teachers in terms of the level of education?

Ho⁴ = There is no significant difference in the perception of school readiness programs among primary school teachers with different educational levels.

5. Is there a significant difference in perception among primary school teachers about school readiness programs in terms of work experience?

Ho⁵ = There is no significant difference in the perception of school readiness programs among primary school teachers in terms of work experience.

2. Materials and Methods

This study was aimed at examining primary school teachers' knowledge and perception of school readiness programs. Basic skills associated with kindergarten education were used to understand participant awareness. This part presents the methods, data gathering tools, techniques of data analysis, and sampling design used in the study.

2.1. Research Design

It is not so easy to study unobservable variables like perceptions, beliefs, and feelings in social sciences. In most cases, researchers investigate such kinds of areas using pre-established standard tests. Assuming the attributes are extractable, it is possible to conduct investigations that can be done through quantification. Thus, this study employed a quantitative research method, particularly a survey design that provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population.

2.2. Participants

There are 8 sub-cities composed of 32 kebeles in Hawassa City Administration. The Tabor sub-city in which this study was conducted is among the two largest and most densely populated sub-cities in the city. There are about 45 government-owned primary and secondary schools in the city and most of the schools are in this particular study site. First, the sub-city was selected simply by lottery method and 2 (Argo and Hogoba) from 8 primary schools were selected again using a systematic sampling technique. Teacher participants from each primary school were 15. So, the total number of participants involved in this study was 30.

2.3. Data collection instrument

The questionnaire was the main data-gathering instrument used in this study. The survey employed in the study includes items adapted from the Save Children's International Development, and Early Learning Assessment, which was intended to test children's school readiness skills such as early literacy, early numeracy, physical readiness, executive functioning, and socio-emotional skills development.

The school readiness knowledge and perception survey, which was broken down into three subsections, was presented to the primary school teachers. The first part of the survey asks participants for demographic information including sex, age, educational level, job, and other important attributes presented in the study. The second part was associated with the 18 items adapted from the IDELA assessment tool. In both sections, respondents were asked to work on a 5-point Likert scale ranging from not at all to Essential, Strongly Disagree to Strongly Agree, respectively.

2.4. Data Analysis

Primary school teachers' questionnaire was administered based on the schedule following all necessary data gathering ethical issues. The researcher dispatched a survey questionnaire for all teacher participants and collected it on the same day. All questionnaires were coded and fed into the statistical software. Using the demographic data, the researcher was able to report on the differences in knowledge and perceptions based on the attributes of the participants. Results from the survey were reported using a frequency distribution table, mean, standard deviation,

Independent-sample t-test, one-way ANOVA, and other statistical calculations using Statistical Package for Social Science (SPSS version 26).

2.5. Ethical Consideration

As the study was conducted consulting humans, ethical clearance was obtained from the affiliated institution. Consent was sought from the participants in a way confidentiality is maintained. All participants were involved in the study of their interests and freedom.

3. Results

3.1. Instrument Reliability

The reliability analysis of all 18 items included in the 5 constructs was assessed using Cronbach Alpha. The results revealed acceptable reliability for each of the constructs in the study. It is summarized in Table 1 below.

Table 1

Reliability Result

S/N	Constructs	No of items	Alpha Value
1.	Socio-emotional development	4	0.8
2.	Early literacy development	5	0.9
3.	Early numeracy development	5	0.6
4.	Inhibitory control development	2	0.7
5.	Physical and motor development	2	0.9

After coding all filled survey questionnaires, data were entered into SPSS to calculate mean, standard deviation, percentages, and the like. The first part of the teachers' survey (demographic information section) asks participants to answer 5 important attributes. Sex, age, subject, level of education, and years of work experience. The second part of the questionnaire is associated with school readiness skills such as socio-emotional, early literacy, early numeracy, inhibitory control, and motor skills. The last section deals with the participant's perceptions regarding school readiness and its importance for children.

3.2. Demographic Information

Questions in the first section of the primary school teachers' survey gathered demographic information. All five attributes addressed in the section are presented one by one as follows. Sex, age, level of qualification, subject of specialization, and teachers' service years were some of the background information presented in the first section of the survey.

Table 2

Sex of the teachers

Group	Frequency	Percent
Male	18	60%
Female	12	40%
Total	30	100%

As indicated in the table above (Table 2), the number of male teacher participants is 18 (60%) and the number of female teacher participants is 12 (40%).

Table 3

Age of the teachers

Age group	Frequency	Percent
25-35	25	83.3%
36-46	5	16.7%
Total	30	100%

According to Table 3 above, all 30 teachers have been selected from the two primary schools and their demographic profile confirms that most of the teacher participants 25 (83.3%) were aged

25-35 and the rest 5 (16.7%) were of age 36-46. The minimum and maximum ages of the participant teachers were 25 and 46, respectively.

Table 4
Teachers' qualification

Level of qualification	Frequency	Percent
Diploma	21	70%
Degree	9	30%
Total	30	100%

The table above (Table 4), shows that the lowest and highest qualification level of the participant teachers is diploma and degree, respectively. Many of the participants (21) that accounted for 70% of the total sample were diploma holders and the rest 9 (30%) of the teacher participants involved in this study were first-degree graduates.

Table 5
Subject of specialization

Subject studied	Frequency	Percent
Maths and Natural Science	13	43.3%
Social Science	10	33.3%
Language	7	23.3%
Total	30	100%

Concerning their subject area composition, 19 teachers (43.3%) were Math and Natural Science graduates and an approximately similar number of teachers (10 teachers = 33.3%) were graduates of Social Science subject areas as seen in Table 5. A significant number of teachers (7 teachers = 23.3%) graduated in Language Education.

Table 6
Teacher work experience

Service Year	Frequency	Percent
1-5 years	7	23.3%
6-10 years	18	60%
11-15 years	5	16.7%
Total	30	100%

Table 6 indicates that 7 teachers, which account for 23.3%, have work experience of 1-5 years. More than double the same number (18 teachers = 60%) have 6–10-year work experience and only 5 teachers (16.7%) have a service year ranging from 11-15.

The school readiness perception survey developed for primary school teachers is broken down into items under sub-constructs such as early literacy, early numeracy, socio-emotional skills, inhibitory control, executive functioning, and physical skills. Each member of the participants was asked to respond to statements regarding their perception of what children should know to be ready for primary school. There were 18 items under all five domains listed above.

3.3. Research Question 1: What is the perception of primary school teachers about the qualities children should have in school readiness programs?

Table 7
Frequency and percentage of teachers' perceptions about School readiness

S/N	Constructs	Sex	Level of Essentiality				
			1(NA)	2(NV)	3(SW)	4(V)	5(E)
1.	Socio-emotional	M			5(16.6%)	7(23.3%)	6(20.0%)
	Skills Development	F			4(13.3%)	6(20.0%)	2(6.6%)
2.	Early Literacy Skills Development	T			9(30.0%)	13(43.3%)	8(26.6%)
		M			5(16.6%)	7(23.3%)	6(20.0%)
		F			4(13.3%)	4(13.3%)	4(13.3%)

		T			9(30.0%)	11(36.6%)	10(33.3%)
3.	Early Numeracy Skills Development	M			16(53.3%)	2(6.6%)	
		F			10(33.3%)	2(6.6%)	
		T			26(86.6%)	4(13.4%)	
4.	Inhibitory control development	M	1(3.3%)	9(30.0%)	8(26.6%)		
		F	1(3.3%)	8(26.6%)	3(10.0%)		
		T	2(6.6%)	17(56.6%)	11(36.6%)		
5.	Physical and motor skills development	M			1(3.3%)	9(30.0%)	8(26.6%)
		F			1(3.3%)	6(20.0%)	5(16.6%)
		T			2(6.6%)	15(50.0%)	13(43.3%)

As stated in Table 7 above, more than half the teacher participants (N=21, 70.0%) understand that Socio-emotional and early literacy skills are some of the essential key qualities that young children who are ready for primary education should have. Only 9 (30.0%) of the teacher participants discussed that it is somewhat important for children to have such skills. Almost all participants (N=26, 86.6%) feel that early numeracy skills are somewhat essential for young children who are to be ready for grade 1.

About 4 (13.3%) of the participants argue that it is very essential to introduce children to basic early numeracy skills before they join primary grades. The essentiality of inhibitory control development is not well understood by 19 (63.3%) teacher respondents. Only 11 (36.6%) of the teachers claim that these skills are somewhat important to join primary school. All participant teachers (N=28, 93.3%) confirmed that physical and motor skills development is an essential component of school readiness.

3.4. Research Question 2: Is there a significant difference in perception between male and female primary school teachers about school readiness programs?

Table 8

Independent-sample t-test for differences in perception between male and female groups

Teachers' knowledge about school readiness	Levene's Test for Equality of Variance				t-test for Equality of Means							
	Mean	SD	F	Sig.	T	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% CI of the Diff.		
										Low.	Upp.	
Male	3.5	0.4	0.03	0.8	0.7	28	0.46	0.11	0.15	-0.2	0.43	
Female	3.4	0.4										

An independent sample t-test was conducted to compare the primary school teachers' knowledge of school readiness among male and female respondents as displayed in Table 8. There were no significant differences ($t=28$, $p=0.46$) in scores Male ($M=3.5$, $SD=0.4$) and Female ($M=3.4$, $SD=0.4$). The magnitude of the differences in the means (mean difference=-0.11, 95% of the CI=-0.2 to 0.4) was not significant. Hence, the null hypothesis (H_0) is accepted.

3.5. Research Question 3: Is there a significant difference in perception among primary school teachers about school readiness programs in terms of age?

Table 9

An independent sample t-test for differences in teachers' perception based on age group

Teachers' knowledge about school readiness	Levene's Test for Equality of Variance				t-test for Equality of Means							
	Mean	SD	F	Sig.	T	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% CI of the Diff.		
										Low.	Upp.	
25-35	3.5	0.4	1.31	0.26	1.6	28	0.11	0.32	0.2	-0.08	0.72	
36-46	3.2	0.5										

As stated in Table 9 above, an independent sample t-test was conducted to compare the primary school teachers' knowledge of school readiness among the age groups of the respondents. There were no significant differences ($t=28$, $p=0.11$) in scores Male ($M=3.5$, $SD=0.4$) and Female ($M=3.2$, $SD=0.5$). The magnitude of the differences in the means (mean difference=0.32, 95% of the Confidence Interval=-0.08 to 0.72) was not significant. Hence, the null hypothesis (H_0) is accepted.

3.6. Research Question 4: Is there a significant difference in perception among primary school teachers with different levels of education about school readiness programs?

Table 10

Table of frequencies and percentage

	Level of Essentiality	Teachers Qualification		Total
		Diploma	Degree	
Teachers' knowledge about school readiness	Somewhat	11(36.6%)	4(13.3%)	15(50.0%)
	Very	10(33.3%)	5(16.6%)	15(50.0%)
Total		21(70.0%)	9(30.0%)	30(100.0%)

As indicated in Table 10 above, the essentiality of early learning and development skills is acknowledged by all participants. However, there is a significant difference in perception based on the teachers' level of qualification. Diploma holders that accounted for 70.0% of the total participants ($N=21$) argued that early learning skills are an important requirement for school readiness. Teachers with degree qualifications who understand the importance of early learning and development skills for school readiness are 9 (30.0%).

3.7. Research Question 5: Is there a significant difference in perception among primary school teachers about school readiness programs in terms of work experience?

Table 11

Analysis of Variance in Knowledge of School Readiness Across Service Years

Variables	1-5 yrs.		6-10 yrs.		11-15 yrs.		F (2, 27)	η^2	Post-Hoc
	M	SD	M	SD	M	SD			
Teachers' knowledge of SR	3.4	0.4	3.2	0.4	3.5	0.5	1.42	0.1	3>1>2

The table above (Table 11) shows the mean, standard deviation, and F-value for primary school teachers' knowledge of school readiness across service years. Results indicated that mean differences across service years on knowledge of school readiness with $F(2, 27) = 1.42$, $p > 0.1$. Findings revealed that teachers with a service year of 11 to 15 years exhibited a better understanding of school readiness compared to teachers who have 1 to 5 and 6 to 10 years of work experience. There is a small effect size ($\eta^2 = 0.1$), that is, <0.50 . The Pot-Hoc comparison indicated a significant difference between the group and the mean difference of each group in the two groups.

4. Discussion

From the data analyzed above, the following findings are extracted. Almost all teachers have sufficient knowledge about the qualities that children should have before they start grade 1. Most of the respondents that included an approximately equal number of male and female participants failed to recognize the development of inhibitory control and short-term memory as a good quality of ready children.

An independent sample t-test conducted to see whether school readiness perception is different or not among teachers based on sex revealed that there is no significant difference. Again, the independent sample t-test that was conducted to check how primary school teachers' perception is different among teachers of different age groups disclosed that there is no substantial difference among them.

A frequency and percentage calculation indicated that diploma holders are more knowledgeable than degree holders about the skills that children should have during school readiness. Another finding from one-way ANOVA revealed that primary school teachers with a service year ranging from 11-15 exhibited a better awareness of school readiness programs than those with other service years.

5. Conclusion

This study sought to get insight into how teachers see what children need to learn to be prepared for school because they have a significant role in educational practice. It was designed to provide teachers with the chance for professional growth so they could deal with the difficulties of preparedness and transition to school more effectively. Finally, the study can contribute knowledge about how to address concerns expressed by teachers such as effective collaboration and communication in preparing children for school.

Based on the findings presented above, the following conclusions can be drawn. Primary school teachers have sufficient knowledge and a positive perception of school readiness programs. Perceptions of school readiness among primary school teachers in terms of sex and age did not vary. This may be due to either there being no real effect between the two variables or there is not enough evidence that supports the hypothesis. However, teachers' level of qualification and years of work experience can interfere with the understanding of school readiness programs.

6. Recommendation

It is known that school readiness is one of the important stages of child learning and development. In this process, children acquire early learning and development skills such as literacy, numeracy, environmental understanding, creativity, motor skills, socio-emotional, and moral foundations. Having primary school teachers with poor knowledge, skill, and understanding is believed to limit children's success in further education. Therefore, keeping in mind this importance, it is good to do the following.

- There should be a kind of training for primary school teachers to smoothen the school readiness programs. This may help primary school teachers to receive children who finish kindergarten and join their schools.
- To make children successful in their academic and non-academic areas, primary school teachers need to work collaboratively with all stakeholders including kindergarten teachers and parents of the children.
- The school readiness program has to be given due attention as it promotes young children's holistic development.

References

- Ackerman, D. J., & Barnett, W. S. (2005). *Prepared for kindergarten: What does "readiness" mean?* National Institute for Early Education Research (NIEER) Preschool Policy Brief. New Brunswick. https://www.researchgate.net/profile/Debra-Ackerman/publication/255617499_Prepared_for_Kindergarten_What_Does_Readiness_Mean/links/0f31753b2d9f34f6f5000000/Prepared-for-Kindergarten-What-Does-Readiness-Mean.pdf
- Bingham, S., & Whitebread, D. (2012). School Readiness; a critical review of Perspectives and Evidence. TACTYC occasional paper 2. University of Cambridge
- Boethel, M. (2004). Readiness: School, family, and community connections. Austin, Texas. *Southwest Educational Development Laboratory*. <https://eric.ed.gov/?id=ED484507>
- Bradley, Robert H., and Robert F. Corwyn, 'Caring for Children around the World: A view from HOME. *International Journal of Behavioral Development*, vol. 29, no. 6, 2005, pp. 468-478. <https://www.tandfonline.com/doi/abs/10.1080/01650250500146925>

- Cushon, J., Vu, L. T. H., Janzen, B. L., & Muhajarine, N. (2011). Neighborhood poverty impacts children's physical health and well-being over time: Evidence from the Early Development Instrument. *Early Education and Development*, 22(2), 183-205. <https://www.tandfonline.com/doi/abs/10.1080/10409280902915861>
- Daily, S., Burkhauser, M., & Halle, T. (2010). A Review of School Readiness Practices in the States. Early Learning Guidelines and Assessments. *Early Childhood Highlights*, 1 (3)
- Dockett, S. & Perry, B. (2009). Readiness for school: a relational construct. *Australasian Journal of Early Childhood* 34(1), 20–26. <https://journals.sagepub.com/doi/pdf/10.1177/183693910903400104>
- Fonseca, M. (2017). *Smoothing out the bumps of transitioning to kindergarten*. (AEM: Professional Development Grant: *Preschool Development Grants Technical Assistance*.) <https://eric.ed.gov/?id=ED583131>
- Grant, A. A., Jeon, L., & Buettner, C. K. (2019). Relating early childhood teachers' working conditions and well-being to their turnover intentions. *Educational Psychology*, 39(3), 294-312. <https://www.tandfonline.com/doi/abs/10.1080/01443410.2018.1543856>
- Graue, M. E. (2006). "The answer is readiness-now what is the question?". *Early Education and Development*, 17 (1), 43-56. https://www.tandfonline.com/doi/abs/10.1207/s15566935eed1701_3
- Griebel, W., & Niesel, R. (2002). Co-constructing transition into kindergarten and school. In Fabian, H., and Dunlop, A-W. A. (eds.). *Transitions in the Early Years: Debating Continuity and Progression for Children in early education*. London, UK: Routledge Falmer. <https://www.taylorfrancis.com/chapters/edit/10.4324/9780203519851-11/co-constructing-transition-kindergarten-school-children-parents-teachers-wilfried-griebelandre-nat-eniesel-wilfried-griebel-renate-niesel>
- Harradine, C. C., & Clifford, R. M. (1996). When are children ready for kindergarten? Views of families, kindergarten teachers, and childcare providers. Paper presented at the annual meeting of the American Educational Research Association, New York
- Jacobs, G. M. (2001). Providing the scaffold: A model for early childhood/primary teacher preparation. *Early Childhood Education Journal*, 29, 125-130. http://www.lchc.ucsd.edu/MCA/Mail/xmcamail.2006_10.dir/att-0077/02-ECE.pdf
- Johansson, I. (2002). Parents' views of transition to school and their influence on the process. In: H. Fabian & A.W. Dunlop, *Transitions in the Early Years: Debating progression and continuity for children in early education*, (pp. 76-86). London: Routledge-Falmer. <https://www.taylorfrancis.com/chapters/edit/10.4324/9780203519851-12/parents-views-transition-school-influence-process-ingejohansson-inge-johansson>
- Kagan, S. L., & Neuman, M. J. (1998). Lessons from three decades of transition research. *Elementary School Journal*, 98 (4), 365–375. <https://www.journals.uchicago.edu/doi/abs/10.1086/461902>
- Kara, B., & Selcuk, B. (2021). The role of socioeconomic adversity and armed conflict in executive function, theory of mind and empathy in children. *Child Psychiatry & Human Development*, 1-13. <https://link.springer.com/article/10.1007/s10578-021-01270-y>
- Keating, D. P. (2007). Formative evaluation of the Early Development Instrument: Progress and prospects. *Early Education and Development*, 18(3), 561-570. <https://www.tandfonline.com/doi/abs/10.1080/10409280701610937>
- Lin, H., Lawrence, F. R., & Gorrell, J. (2003). Kindergarten teachers' views of children's readiness for school. *Early Childhood Research Quarterly*, 18(2), 225-237. <https://www.sciencedirect.com/science/article/pii/S0885200603000280>
- Lombardi, J. (1992). Beyond Transition: Ensuring Continuity in Early Childhood Services. *ERIC Digest*. <https://eric.ed.gov/?id=ED345867>
- National Association for the Education of Young Children (NAEYC). (1995). School readiness position statement. <http://www.naeyc.org/files/naeyc/file/positions/PSREADY98.PDF>

- Patton, K., & Winter, K. (2022). Children's agentic capacity, schoolification, and risk: competing discourses and young children's experiences in pre-school settings. *Journal of Curriculum Studies*, 54(5), 647-664. <https://www.tandfonline.com/doi/abs/10.1080/00220272.2022.2113916>
- Peters, S. (2000). Multiple perspectives on continuity in early learning and the transition to school. Paper presented at the European Early Childhood Research Association Conference, London. <https://eric.ed.gov/?id=ED447916>
- Petriwskyj, A., Thorpe, K., & Tayler, C. (2005). Trends in construction of transition to school in three western regions, 1990-2004. *International Journal of Early Years Education*, 13(1), 55-69. <https://www.tandfonline.com/doi/abs/10.1080/09669760500048360>
- Pianta, Robert C., and Marcia Kraft-Sayre, *Successful Kindergarten Transition*, Brookes Publishing, Baltimore, Md., 2003. <http://dni.dali.dartmouth.edu/t31io9awf7bn/19-stone-koch/read-1557666156-successful-kindergarten-transition.pdf>
- Pivik, J. (2012). Environmental scan of school readiness for health: Definitions, determinants, indicators, and interventions. Vancouver, BC: Human Early Learning Partnership with the National Collaborating Centre for Determinants of Health. <http://www.aprioriresearch.ca/wp-content/uploads/2015/02/Environmental-Scan-of-School-Readiness-for-Health-Definitions-Determinants-Indicators-and-Interventions.pdf>
- Rimm-Kaufman, S., & Sandilos, L. (2004). School transition and school readiness: An outcome of early childhood development. *Encyclopedia on early childhood development*, 1(7). <https://www.academia.edu/download/42595098/Rimm-KaufmanANGxp.pdf>
- Rivas, A., Mooss, A., Pontier, C.H. et al. (2023). The effect of Universal Teacher-Child Interaction Training on Hispanic teachers' sense of self-efficacy in early Childhood education and care settings. *ICEP* 17, 12. <https://doi.org/10.1186/s40723-023-00115-6>
- Rosier, K. & McDonald, M. (2011). *Promoting positive education and care transitions for children*. The Australian Institute of Family Studies (13). https://aifs.gov.au/sites/default/files/publication-documents/rs5_2.pdf
- Teague, L. (2022). Including 'difficult students: counter politics, play and liveability in the primary school classroom. *Discourse: Studies in the Cultural Politics of Education*, 43(1), 145-157. <https://www.tandfonline.com/doi/abs/10.1080/01596306.2020.1835827>
- Wesley, P. W., & Buysse, V. (2003). Making meaning of school readiness in schools and communities. *Early Childhood Research Quarterly*, 18, 351-375. <https://www.sciencedirect.com/science/article/pii/S0885200603000449>
- Yan T., & Hou Y. (2023). The Effect of Parenting Sense of Competence on Emotional and Behavioral Adjustment of Children with Special Education Needs: A Chain Mediating Model. *ECNU Review of Education*, 0(0). <https://doi.org/10.1177/20965311231167196>
- Yildiz, S., Kilic, G. N., & Acar, I. H. (2022). Early childhood education during the COVID-19 outbreak: The perceived changing roles of preschool administrators, teachers, and parents. *Early Childhood Education Journal*, 1-11. <https://link.springer.com/article/10.1007/s10643-022-01339-w>