

Determination of Primary Education Teachers' and Preschool Education Teachers' Views on School Readiness

Okul Olgunluğuna İlişkin Sınıf Öğretmenlerinin ve Okul Öncesi Eğitim Öğretmenlerinin Görüşlerinin Belirlenmesi

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ABSTRACT: In this study, it is aimed to determine the opinions of preschool teachers and classroom teachers about school readiness. As in the current situation, since this research is aimed to be a qualitative approach, the research is a case study of qualitative research type. In the study, interviews were conducted with a total of 25 teachers including 15 primary school teachers and 10 preschool teachers and the interviews were conducted through a semi structured interview form. Content analysis was performed on the data obtained from the interviews. As a result of the research, it was seen that the primary education teachers' definitions and expectations about school readiness were higher than the preschool teachers. According to this, both groups stated that social-emotional development, motor development, cognitive development and self-care skills were important for starting school. Preschool education teachers have made fewer definitions for these themes. It is observed that primary education teachers' expectations in terms of cognitive development and readiness are higher than preschool education teachers'. They stated that children who do not complete their 72 months experience problems such as peer communication, lack of self-confidence, inability to perform self-care skills. In this respect, it is stated that children will have negative experiences in education as they cannot reach school readiness yet.

Keywords: school maturity, school starting age, school readiness, primary education.

ÖZ: Bu çalışmada okul öncesi eğitim öğretmenleri ve sınıf öğretmenlerinin okul olgunluğuna yönelik görüşlerinin belirlenmesi amaçlanmıştır. Var olan durumun olduğu gibi, nitel bir yaklaşımla ortaya koyulmasını amaçlaması nedeniyle araştırma nitel araştırma türlerinden durum çalışması niteliğindedir. Araştırmada 15'i sınıf öğretmeni, 10'u okul öncesi eğitim öğretmeni olmak üzere toplam 25 öğretmen ile yarı yapılandırılmış görüşme formu kullanılarak görüşmeler gerçekleştirilmiştir. Görüşmelerden elde edilen verilere içerik analizi yapılmıştır. Araştırma sonucunda sınıf öğretmenlerinin okul olgunluğuna ilişkin tanımlamalarının ve beklentilerinin okul öncesi eğitimi öğretmenlerinden daha fazla olduğu görülmüştür. Buna göre her iki grup da okula başlamada sosyal-duygusal gelişimin, motor gelişimin, bilişsel gelişimin ve özbakım becerilerinin önemli olduğunu ifade etmişlerdir. Okul öncesi eğitim öğretmenleri bu temalar altında daha az tanımlama yapmıştır. Sınıf öğretmenlerinin özellikle bilişsel gelişim ve olgunluk bakımından beklentilerinin daha fazla olduğu sonucuna arılmıştır. Öğretmenlerin görüşleri doğrultusunda, 72 ayını doldurmayan çocukların birinci sınıfa başlamaları durumunda akran iletişimi, özgüven eksikliği, özbakım becerilerini gerçekleştirememesi gibi sorunlar yaşadıklarını sonucuna varılmıştır. Bu yönüyle çocukların henüz okul olgunluğuna erişemedikleri için eğitim hayatlarında olumsuzluklar yaşayacağı belirtilmiştir.

Anahtar kelimeler: okul olgunluğu, okula başlama yaşı, okul hazırlanışlığı, sınıf eğitimi.

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Introduction

Beginning to school starts a period of adaptation that can be effective throughout the educational life of children. Beginning school is one of the biggest confrontations of individuals in early childhood (Gündüz & Özarslan, 2017). This is because for the first time the child is confronted with a curriculum and participates in planned activities in a disciplined manner. Therefore, the characteristics of the child are critical to the educational life as they begin this initial learning experience. The knowledge, skills, achievements and behaviors of children in preschool period constitute the basis for their subsequent learning and experiences (Özaslan, 2014).

The concept of School Readiness which forms the basis of school learning, is a concept that should be considered in terms of students who start school in Turkey as well as in other countries. Görmez (2007) refers to school readiness as a concept that significantly affects the educational life of the student both at the present time and in the future. Yavuzer (1985) defines school readiness as physical, emotional, mental and social readiness. Koca (2016), the concept of school readiness, means that the child is ready for school in the mental, social, emotional and physical sense. It also states that it achieves the level of development that successfully identifies school education and shows a variable structure for each child (Koca, 2016). Yazıcı (2002) mentioned similar developmental features and stated that these developmental characteristics will vary from individual to individual (Gündüz & Çalışkan, 2013). When all these definitions regarding school readiness are examined, all of them underline the same points. Preparing for learning, adapting to school, being in the school emotionally, being at a sufficient level of physical development and being developed in terms of social relations can be expressed as school readiness. However, there are also examples in which school readiness is evaluated for readiness (Cinkılıç, 2009).

According to all these definitions, school readiness; It can be defined as the child's social and emotional readiness to start school and readiness to read and write. This readinesses can also be thought of as school readiness because they are the behavior required for a readiness behavior to occur. If students have these behaviors, school readiness is realized (Erna, 2011). For example, in terms of the mathematics curriculum, the individual needs to learn the numbers. It will then be able to gain the ability to perform four operations, it is not expected to gain four processing skills without learning the numbers, and so knowing the numbers is readiness for the four processing skills and also the prerequisite skill. Accordingly, the concept of school readiness can be defined at two levels, namely learning readiness and school readiness, and it is necessary to have the school and the readiness to learn in order to realize a successful educational life both emotionally, socially and cognitively.

School maturity or school readiness, expressed by school readiness, actually means being ready for primary school. Students' physical, mental, social and emotional development in terms of readiness, students to come to a certain level and to be ready to perform the desired skills successfully in school (Ülkü, 2007). Oktay (1983) mentioned four basic factors that play a role in readiness to read. Görmez (2007) describes four main factors as follows:

Physical factors (physical development, growth, diseases). Physical development generally refers to the physical development and changes that have taken place as a physical structure since the birth. The physical development of the child significantly

affects successful teaching. Because learning with physical maturation is related to each other. This situation becomes evident especially in primary education. Children with slow physical development may experience various difficulties as a result of slow development. In order to positively affect the physical development, behaviors that will be gained will also help children to develop socially and more realistic individual goals (Özaslan, 2014).

Mental factors (intelligence, language). These qualifications are closely related to intelligence factor as well as knowledge, skills, abilities, interests, and desires (Cinkılıç, 2009). Mental features such as making connections between situations, identifying and differentiating features of objects, problem solving, focusing and maintaining that focus and self regulations are effective in the process of learning. The fact that the child has access to mental development will bring about new learning in school and easily adapting to school (Kahramanoğlu, Tiryaki, & Canpolat, 2014). Mental factors are associated with language as well as intelligence. According to Sevinç (2005), the language; as it is one of the main learning paths, it is of great importance both in oral and written form.

Emotional factors (expressing emotions, separation from mother, being sad). Being aware of the feelings of the child, knowing himself, knowing his competences and insufficiencies, increasing his / her control over his emotions by knowing how he will behave, thus expressing his ability to balance the expectations of the inner world and the environment (Özaslan, 2014). If the child is emotionally withdrawn or very attached to his / her mother, he / she will remain in a recessive position in social relations and responsibilities within the classroom, thus making the adaptation process difficult (Görmez, 2007; Oktay, 1983).

Social factors (the quality of the family's relationship with the child, the opportunities provided by the social environment, etc.). Socialization is a basic social process which means that the child learns the culture of the society and the role it has in society (Kandır & Alpan, 2008). Children understand that they do not accept school behavior at home when they start school and that many behaviors accepted by their parents are not accepted at school and they realize that they need to develop different behaviors at school (Senemoğlu, 1994). This process is important in terms of ensuring that the child passes his / her self-confidence and self-esteem competencies.

These developmental characteristics can be taken into consideration and there are some opinions about the age of the child to be taken into consideration. There are several countries where the age criterion is considered as a criterion for school readiness. For example, the starting age for compulsory education is 6 years in Germany, Ireland, Estonia, France, Italy, Austria, Poland, USA, Australia, Korea and Japan. 7 children in Bulgaria, Finland and Sweden, 5 in Hungary, the Netherlands and Malta, and 4-5 years in the United Kingdom start compulsory education (UNESCO, 2011; cited in: Güven, 2012). Age criterion is used to starting school in Turkey. Until the school year 2012-2013, children started school in December when they completed 72 months of school year. In 2012, the school started to change at the beginning of the school year and the first grade of the primary schools started to be recorded in the first 66 months of the year in which the records were made. Children between 60 and 66 months of age who are considered to have sufficient development characteristics that do not meet this age criterion are enrolled in the first year of primary school with their

written request. School directorates, aged 66, 67 and 68 months of the children who obtain the right to register the petition of parents; 69, 70 and 71 months of age are not ready to start primary school with a medical report that can be directed to preschool education or can postpone a year of records (Regulation for Primary Education Institutions, 2014).

This practice brought with it the possibility that the students of different age groups were in the same class, and the cases where students from different age groups were educated in the same class were frequently encountered. This situation brought about discussions about school readiness. Because some children's developmental stages can be slower or faster than others. Children should be evaluated whether they are ready for school in terms of cognitive, social-affective and psychomotor development areas. Research has revealed that both the education and life achievement of the child are ready to start school and that the age is not sufficient to start school. According to the report prepared by the Turkish Medical Association on the age of start of school, it was stated that the skills such as hand-eye coordination in children before the age of six cannot be achieved, the fine motor skills will not be at the expected level, the abstraction, focus and sustaining of the skills will not be sufficiently developed so that the learning speeds are slower than the other students. (Turkish Medical Association [TTB], 2012).

Many studies at the literature have analysed the perspectives of preschool teachers, primary school teachers and parents on school readiness. In a study conducted in Australia South Africa, China, and Germany, the teachers placed more emphasis on children's adjustment to the school setting, their attitudes and feelings towards school and learning and less on actual knowledge but the latter was deemed more important by the parents (Arndt, Rothe, Urban, & Werning, 2013; Chun, 2003; Dockett & Perry, 2004; Margetts & Phatudi, 2013). In the USA, preschool teachers tended to view the purpose of the child's preparation (school readiness) as helping to meet the social demands of the school, such as conveying their desires and thoughts, following directions, sharing and taking turns, thus attributing these factors greater priority over the development of academic skills (Lin, Lawrence, & Gorrell, 2003). Einarsdottir (2006) states that primary school and preschool teachers have different opinions about school readiness. In addition, states that the differences between preschool and primary school teachers' practices and beliefs will affect student achievement. Furthermore many studies examining school readiness revealed variables related to school readiness (Baker et. al., 2003; Lau, Li, & Rao, 2011; McClelland, Acock, & Morrison, 2006; McIntyre, Blacher, & Baker, 2006; Margetts, 2009; Rao, Sun, & Zhang, 2014; Sy & Schulenberg, 2005). The studies emphasize that identifying related concepts is important for revising the programs.

It is stated that the age of school start is important when the field is examined in summer, the children who start the school without being ready for school and the teachers who teach different age groups expect some problems (Canbulat & Yıldızbaş, 2014; Gündüz & Çalışkan, 2013; Gündüz & Özarslan, 2017; Kahramanoglu, Tiryaki, & Canpolat, 2014; Koçyigit & Saban 2014; Ülkü 2007). Therefore, the decision to start school is a critical decision that can have important consequences in the life of the individual because of its future effects. In the 2017-2018 academic year, 60-66, 66-72-84 children were trained together. The idea that students should not start school at the

beginning of the first year, even if they do not have the necessary skills of the first year, and that the preschool students who do not reach the school readiness should not start the first year, brought the preschool teachers and the class against each other. How the preschool and classroom teachers define the skills required by the first grade, how they make sense of school readiness and the advantages and disadvantages of mixed age group students studying in the same class are examined by taking the opinions of the teachers. determine the criteria to be taken. In this study, it was aimed to determine the opinions of preschool teachers and 1st grade teachers about school readiness. In response to this general objective, the following sub-objectives were sought.

1. What are the skills and behaviors of preschool education and classroom teachers about the school readiness that the child considers necessary to begin their first year?

2. What are the opinions of the students who have not completed 72 months of preschool education and classroom teachers about the advantages and disadvantages experienced in the first grade?

Method

In this study, it was aimed to get the opinions of preschool education and classroom teachers about school readiness of 66-72-84 months old children. In this respect, research is a case study of qualitative research types.

Participants

In the study, the opinions of primary school teachers and preschool teachers about the school readiness were used. Preliminary interviews were conducted with the teachers about the research, and 25 teachers who volunteered to participate in the research were consulted. Teachers' professional experience and the environmental conditions of the school were considered important in terms of data diversity and the opinions of teachers with different characteristics were included in the study. It was aimed to reach teachers with different characteristics in order to provide data diversity in the identification of participants.

Table 1
Demographic Features of Participants

		Primary education teachers	Preschool education teachers
Gender	Female	9	10
	Male	6	-
Relationship status	Single	3	5
	Married	12	5
Tenure	1-10 years	6	5
	11-20 years	4	3
	21+ years	5	2

School type	Private	8	4
	Public	7	6
Socioeconomic status	Low	3	2
	Middle	5	4
	High	7	4

Table 1 shows that demographics features of participants. 15 primary education teachers and 10 preschool teachers participated in the study. Of the first grade teachers participating in the study, 9 were female, 6 were male and their age ranged from 22 to 59 years. Teachers' professional experience 1 to 40 years, the socioeconomic status of the students of the school in the low socioeconomic status (LSL), middle socioeconomic level (MSL) and high socioeconomic level (HSL) were asked to define the teachers, 3 of the schools where teachers work LSL, 5' i MSL and 7 were in HSL categories. While one-to-one quotations from teacher opinions were made, codes like PreF1, PreM1 were used (Pre: preschool education teacher, F: female, M: male).

10 of the preschool education teachers who participated in the study were women and their ages ranged from 22 to 45 and their professional experience ranged from 1 year to 17 years. The teachers were asked to define the socioeconomic status of the school students as low socioeconomic level (LSL), middle socioeconomic level (MSL) and high socioeconomic level (HSL) and classed 2 of them as LSL, 4 MSL and 4 of them as HSL. While quotations from preschool education teachers, Pri1, Pri2 codes were used (Pri: Primary education teacher, gender figures were not used in codes, because all primary education teachers who are participants are female at the research).

Data Collection Tools and Data Collection

The most commonly used data collection method in qualitative research is interviews. Interview is a powerful method used to reveal the perspectives, experiences, feelings and perceptions of people (Yıldırım & Şimşek, 2006). The interviews were conducted with teachers using a semi-structured interview form.

During the preparation of the semi-structured interview form (Interview Form for School Readiness), first of all, the literature was searched for the sub-objective of the study and the questions that were sought. Then, two preschool education teachers who are studying in master's degree in the field of basic education and three primary education teachers are studying in master's degree in the field of basic education were asked to write their opinions about the school readiness and observations. The items were formed considering the composition of the teachers and the literature review. A total of three measurement assessors, one of whom was one of the researchers, was consulted and questions were arranged in line with their suggestions. Finally, by taking the opinion of two Turkish language experts, the comprehensibility of the questions was checked and the final form was given. In the interview, questions such as "What do you think is school readiness?" "What skills and behaviors do you think are necessary for the child to start the primary education?" "What skills and behaviors do you think are necessary for the child to start the preschool education?" were asked the teacher. Care was taken to ensure that questions and guidelines were clear.

The teachers who participated in the study voluntarily conducted face to face interviews between 15-25 minutes. During the interviews, a voice record was taken with the permission of the participants, one of the researchers was a reporter while the interviews were made with 5 teachers who did not want to take voice record and the accuracy of the notes taken at the end of the interview was checked by the participant.

Analysis of Data

The data obtained at the end of the data collection process were analyzed by content analysis, technique which includes the identification, coding and categorization of the main patterns (Yıldırım & Şimşek, 2006). At this stage, all data obtained from the interviews were converted into written data. Codes were made separately by both researchers, then categories and finally themes were created. After this process, the coding of the researchers was compared and the names given to the categories and themes were decided by considering the literature. Inter-interrater agreement (Miles & Hubberman, 2007) was compared and obtained as 0.89 for the first sub-goal and as 0.82 for the second sub-goal. One researcher performed the coding process twice at two different times, and the fit between the two ciphers was calculated as 0.92. Obtained coefficients constitute the evidence of inter-research compliance (Tavşancıl & Aslan, 2001).

Results

This section presents the findings and comments about the research questions.

What are the skills and behaviors of preschool education and classroom teachers about the school readiness that they think is necessary for the child to start the first year?

As a result of the analysis of the data obtained from the interviews, the distribution of the opinions of the participants related to this research question is summarized in Table 2.

Table 2

The Opinions of Preschool and Classroom Teachers about the Knowledge Skills and Behaviors Required for School Readiness for a Student to Start First Grade

Preschool Education Teachers		Theme	Classroom Teachers	
Category	f		Category	f
Social communication	6	Social Emotional Evolution	Social communication	8
Obeying the rules	3		Obeying the rules	8
			Self-knowledge and self-expression	3
			Awareness of responsibility	1
			Emotional independence	1
			Self-confidence	5
Using fine motor skills and gross motor skills	10	Motor Development	Using fine motor skills and gross motor skills	11
Holding the pen correctly	5		Holding the pen correctly	15
Draw lines with the desired quality	6		Draw lines with the desired quality	8

			Physical development	1
Follow the instruction	3		Follow the instruction	5
Attention (Focus)	4		Attention (Focus)	4
Mathematical skills	6	Cognitive Development	Mathematical skills	3
Cause-Effect Relationship	4		Cause-Effect Relationship	4
Remember what you perceived	3		Remember what you perceived	5
To be able to go to the bathroom on its own	4	Self-Care Skills	To be able to go to the bathroom on its own	7
To be able to wear clothes without help	5		To be able to wear clothes without help	8
Adequate and balanced nutrition	2		Adequate and balanced nutrition	5

In Table 2, a teacher's opinions about the knowledge skills and behaviors required for school readiness to begin first grade: Social communication, obeying rules, self-knowledge and expression, emotional independence, awareness of responsibility, self-confidence, using fine motor skills and gross motor skills, holding the pen correctly, draw lines with the desired quality, physical development, follow the instructions, attention (focus), mathematical skills, cause-effect relationship, remember what you perceived, to be able to go to the bathroom on its own, to be able to wear clothes without help, adequate and balanced nutrition categories. When the Table 2 is examined, according to these opinions, the answers to the question of what are the skills and behaviors required for school readiness in order for a student to start the first grade of preschool and classroom teachers are categorized and classified under four different themes. Following are the theme and the categories included in each theme.

Social-Emotional Development

Under the theme of Social-Emotional Development, categories related to the emotional and social development of children are included. Below is a description of each category.

Social communication: The student expresses the message he wants to convey to his friends and teacher by gestures or verbally.

“A student should be able to borrow the tools and equipment that are not in his possession from his friend.” [Pri4]

Obeying the rules: It is the student's compliance with the rules determined by the teacher in the classroom environment.

“A student needs to be able to reach the class from the environment where a student is in when he/she hears the ring.” [PreM1]

Self-knowledge and self-expression: To know the student himself and his physical characteristics.

“A student must be able to recognize and express himself / herself for the first year.” [PreM3]

Awareness of responsibility: Student being able to accomplish his/her responsibilities or perform the tasks given by the teacher.

“The student should do the given homework and show it to his/her teacher” [PreF4]

Self-confidence: The student's confidence in achieving a task is a task.

“I’m doing drama activity to strengthen communication within peers.” [Pri2]

Emotional independence: A student who will start primary school is able to leave the family easily during school hours and adapt to the school.

“A student who starts the first year should easily leave his / her parents.” [PreF3]

Motor Development

According to the Motor Development theme, knowledge and attitudes towards school readiness to start first grade according to both primary school teachers and preschool teachers are as follows: using fine motor skills, cutting and gluing, providing pen control, holding the pen correctly, drawing the lines at the desired quality. In addition, classroom teachers included physical development as a sub-category of the theme of motor development.

Using fine motor skills and gross motor skills: Stacking objects side by side, cutting, folding, rounding, gluing, painting, drawing, etc. skills requiring hand coordination and skills such as have to be developed are jumping, running, climbing, such as the development of great fine motor and gross motor skills is to be developed (MEB, 2013).

“The student’s hand-eye coordination needs to be improved.” [Pri5]

Holding the pen correctly: After the pen is held with the index and the thumb, the action is supported with middle finger (Erk, 2015).

“I think the ability to hold the pen right must have been achieved.” [PreF7]

Draw lines with the desired quality: Students can draw basic and vertical lines in a proper way.

“The student should be able to draw lines properly through dots.” [PreM2]

Physical development: The development of all organs that make up the body. It refers to physical properties such as height and weight.

“A student who is starting the first grade must have completed his / her physical development.” [PreM5]

Cognitive Development

Information skills and behaviors classified under the theme of Cognitive Development are as follows: To be able to apply directives, attention span, to count forward and backwards in mathematics activities, to group according to the properties of objects and assets. In addition, preschool teachers have included the sub-category of the theme of cognitive development as remembering the comprehended perception and cause and effect relationship. In the following part, the explanations of these categories and the opinions of the participants were presented.

Follow the instructions: The student being able to follow the path and completing the activity.

“When I asked the children to put the colored pens on the table into their locker and bring the scissors from their cupboard, the monthly younger children could hardly follow the instructions while the older children could put the color pens in his locker and bring the scissors in his cabinet.” [Pri3]

“The students must be able to follow the instructions and complete the activity in the planned time.” [PreM1]

Attention (focus): The student paying attention to an object, an event or a situation.

“A student who reaches school readiness should be able to pay attention to what they listen to” [PreM1]

Mathematical Skills: Counting rhythmically from 1 to 20 and sorting numbers

“Students should be able to do addition and subtraction. Also know the names of geometric shapes.” [PreM2]

Cause- effect relationship: the student is able to predict the causes of a certain situation or to predict the results while the reasons are given.

“A student who has reached school readiness can understand the cause and effect of an event and situation.” [Pri4]

Remember what you perceived: re-telling an object, situation and event after a while that he / she has encountered before.

“The teacher puts 5 different objects on the table, after one of the objects is removed the student can find out which object is missing.” [Pri3]

Self-Care Skills

Information skills and behaviors classified under the theme of Self Care Skill are as follows: To be able to go to the toilet on their own, to wear their clothes without help, and to have a sufficient and balanced diet.

To be able to go to the bathroom on its own: The student can do his / her toilet on his/her own.

“A student must be ready for primary education and must have the habit of going to the toilet alone.” [Pri4]

To be able to wear clothes without help: Students can wear their own clothes.

“The student who started the first year should be able to change his clothes when he is sweaty.” [PreF6]

Adequate and balanced nutrition: It is the ability of students to eat and drink enough food and drinks during lunch time.

“The student, who will start first year, is able to catch older students in months when his / her nutrition is sufficient and balanced.” [PreM5]

A total of 18 categories were created under the total theme of social-emotional development, motor development, cognitive development and self-care skills. While almost all of these categories have opinions of classroom teachers, it has been found that preschool teachers do not express opinions in all of these categories. According to both primary teachers and preschool teachers, knowledge and skills for school readiness are as follows: social communication, adapting to class rules, fine motor skills and gross motor skills, holding the pen correctly, drawing lines in the desired quality, following the instructions, attention (focus), math skills, cause-and-effect relationship, recall what they perceive, go to the toilet on their own, wear their clothes without help, adequate and balanced nutrition. In addition to this, classroom teachers also included emotional independence, responsibility, self-confidence, self-knowledge and self-expression skills. Accordingly, it can be stated that the primary education teachers make more detailed definitions.

Table 3 presents the findings of what are the opinions of pre-school education and classroom teachers about the situations in which students who do not fill 72 months will live in the first grade.

Table 3

Distribution of Preschool and Classroom Teachers' Expectations of First Year Students at 60-66-72 months old.

Preschool Education Teachers		Theme	Classroom Teachers	
Category	f		Category	f
Difficulty in self-expression	1	Social - Emotional Development	Difficulty in self-expression	4
Low self-confidence	1		Low self-confidence	2
			Insufficient awareness of responsibility	6
			Communication problems with peers	4
			Lack of emotional independence	3
			Difficulty in obeying the rules	5
Insufficiency of fine motor skills development	4	Motor Development	Insufficiency fine motor skills and gross motor skills	5
			Difficulties in holding pen	6
Inability to remember what they perceived	2	Cognitive Developmen	Inability to remember what they perceived	6
			Failure to follow instructions	2
			Lack of mathematical skills	10
			Failure to conduct cause-effect relationship	4
Not being able to go to the bathroom on its own	2	Self-Care Skills	Not being able to go to the bathroom on its own	3
Inadequate and balanced nutrition	2		Inadequate and balanced nutrition	1
			Not being able to wear clothes without help	7

Table 3 when examining both the classroom teachers and preschool teachers reported difficulty in self-expression, low self- confidence, insufficiency of fine motor skills development, inability to remember what they perceived, not being able to go to the bathroom on its own, inadequate and balanced nutrition, opinions expressed in the classroom, primary education teachers also reported insuffuent awareness of responsibility, It was found that communication problems with peers reported their opinions in the categories of failure of follow instructions, lack of mathematics skills, failure to conduct cause-effect relationship, and difficulty in holding pen.

Social - Emotional Development

Social-Emotional Development classified under the theme of difficulty in self-expression, low self-confidence, lack of awareness of responsibility, insufficient awareness of responsibility, communication problems with peers, difficulty in obeying the rules, and lack of emotional independence categories are explained and sample statements are included.

Low self-confidence: A student does not have enough self-confidence to achieve a task.

“It is seen that students who have not completed their 72 months do not have enough self confidence. He can't raise a finger to the question he knows.” [PreM4]

Communication problems with peers: The student can not express the message he wants to convey to his friends by gestures, mimics or verbally.

“They're having trouble making friends.” [Pri1]

Insufficient awareness of responsibility: Student not being able to fulfill his responsibility nor the task given by the teacher.

“Students who have not reached the required maturity, forget to take given homework to the home, they do not bring their work to school.” [PreF2]

“The student who has not completed his 72th month of age does not enter the class on time because he has difficulty in taking his books to go to the class where the branch course will be held.” [PreM1]

Difficulty in self-expression: It is hard for the student to express himself/herself and his physical characteristics.

“My students who did not complete their 72th month did not participate in activities other than reading-writing activities because they could not express themselves.” [PreF3]

Difficulty in obeying the rules: It is the student's failure to obey the rules determined by the teacher in the classroom environment.

“While the students study the sound they have learned with the play dough and they pass to the reading study, the little students continue to play the play doughs against the purpose of the lesson.” [PreF8]

Lack of emotional independence: the student's difficulty in leaving his mother.

“Sometimes she wants to see her mother and she starts to cry and we have to call her mother.” [PreF9]

Motor Development

According to the opinions of the Motor Development theme, the primary education teachers have created two categories of students who are younger than the students under the theme. These are: insufficiency fine motor and gross motor skills development and difficulty holding the pen. Preschool teachers have created a category for students who are younger than the students under the theme of motor development. This category; fine motor skills development is not enough.

Insufficiency of fine motor skills development: Not being able to do activities that require hand-eyer coordination (cutting, sticking, etc.)

“Monthly younger students have a hard time keeping a pen as their motor skills are weak.” [PreF6]

Difficulties in holding pen: After holding the pen with the thumb and the index finger, not being able to hold the pen after the support from the middle finger (Erk, 2015).

“Students who are younger than 72 months are not able to hold the pen. Therefore, cannot write legible texts or draw clear lines.” [PreM3]

Cognitive Development

According to the opinions categorized under the theme of Cognitive Development, they formed four categories in which the younger students lived in the classroom. These are: Inability to remember what they perceived, failure to follow the instructions, lack of mathematics skills, and failure to conduct cause-and-effect relationship. All preschool teachers who participated in the interview expressed their opinion only in the category of inability to remember that students who were younger in months were exposed to cognitive development.

Inability to remember what they perceived: Not being able to tell the object, the situation and the event after a while.

Failure to follow instructions: Student not being able to follow the instructions given by the teacher and failing to complete the task.

“Monthly younger students cannot follow the instructions given.” [PreF6]

Lack of mathematical skills: Cannot count 1 to 20 rhythmically.

“In mathematics, this difference is obvious. Monthly younger students are challenged.” [PreF8]

Inability to conduct cause-effect relationship: The student is asked to open-ended questions, can not express his thoughts about the outcome of any event or situation and have difficulty in finding the possible causes of a given situation (MEB, 2013).

“He cannot predict the results of the behaviors or the behaviors expected from him. The student who cannot perceive the causes and consequences of a behavior cannot protect himself from the dangers.” [Pri3]

Self-Care Skills

According to the opinions categorized under this theme, both preschool and classroom teachers have created two categories for the situations in which the younger students live in the classroom. These are: Not being able to go to the bathroom on its own, and inadequate and balanced nutrition.

Not being able to go to the bathroom on its own: The student himself can not do his work for the needs of the toilet.

“They can not do their own work, you need to have skills such as cleaning toilets.” [Pri5]

Inadequate and balanced nutrition: It is the ability of students to eat and drink enough food during lunch times.

“Even if the student who is going to the first year is younger in months, there is no clear difference between the other students.” [PreM5]

Not being able to wear clothes without help: A student can not wear the clothes alone, help other people to wear clothes.

“Students who have not completed their 72 months have difficulty changing their clothes by themselves. Also when he goes to the toilet he can not unbutton on his trousers and then can not unbutton on his trousers.” [PreF6]

Conclusion and Discussion

In the research, the answer to the question of the knowledge skills and behaviors required for a first year student's school readiness is sought by discussing with the classroom teachers and preschool education teachers. Preschool teachers and primary education teachers stated that social-emotional development, motor development, cognitive development and self-care skills are important in the knowledge skills and behaviors required for school readiness in order to start a first grade of students within the framework of their own opinions.

While preschool education teachers who participated in the research stated that it is important to follow social communication and rules; In addition to the rules of social communication, the classroom teachers stated, as well as the ability to recognize and express the self emotional independence, sense of responsibility and self-confidence are important. Preschool teachers and primary education teachers have said that social communication is important. In addition, primary education teachers stated that it is important to observe class rules as well as social communication. One of the main problems raised in the studies conducted with the classroom teachers in the literature is the problems in obeying the rules of the class (Eby, Herrell, & Jordan, 2011; Gül Kapçı, Artar, Avşar, Çelik, & Daşçı, 2015). The findings of the research support this.

Preschool education teachers say that they are required to using fine motor skills and gross motor skills, to hold the pen correctly and to draw the stripes to the desired quality for school readiness. In addition to this view, classroom teachers stated that line study and physical development were determinative for school readiness. According to the opinions of preschool education teachers and classroom teachers, it is stated that the learners' use of fine motor skills and gross motor skills is necessary for school readiness. However, primary education teachers stated that it was more important to hold the pen correctly. Preschool teachers and classroom teachers stated that following the instruction, attention span, and mathematics were necessary for school readiness. In addition, the preschool teachers who participated in the study stated that in addition to these opinions, remembering the cause and effect relationship and perceived perception were the determinants of school readiness. Classroom teachers stated that it was more important for a student to start first grade to be able to follow the instructions in the classroom. The child's characteristics such as his/her psychological maturity, temperament and social skills, especially the quality of his/her relationship with peers, intelligence and learning skills are important on the school readiness (Baker, et al., 2003; Lau, Li, & Rao, 2011; McClelland, Acock, & Morrison, 2006; McIntyre, et al., 2006; Margetts, 2009; Sy & Schulenberg, 2005). The findings of the research support this.

Preschool teachers and classroom teachers stated that they could go to the toilet on their own, to wear their clothes without help and to provide adequate balanced nutrition for school readiness. Kaul and Sankar (2009), emphasize the importance of nutrition in preschool education, Before the starting to school, balanced nutrition is so important for the student. The results of research show that, adequate and balanced nutrition has an important role for school readiness. This result is consistent with the literature (Dalli, Barbour, Cameron, & Miller, 2017). There are some applications about measure of children healthy before the starting school. This application involves six items: immunization, supplementary nutrition, health check-ups, referral services, preschool

nonformal education, and nutrition and health education. This six factor could be indicator for readiness (Kaul & Sharma, 2017), but don not forget that the factors focus on just nutrition and health for readiness. Preschool teachers and primary education teachers found that, it is more important to wear clothes without help for students who would start first grade. According to the results of the study, it can be said that the use of social communication, the use of fine motor skills and gross motor skills, keeping the pen right, obeying the rules, obeying the mathematical skills, the instructions and wearing the students' clothes without help.

According to the preschool teachers and classroom teachers participating in the research, 66-72 and 84-month-old students receive education and training in the same class leads them to not have enough confidence in self-expression. At the same time, unlike the preschool teachers, the primary education teachers stated that the students who were younger in months were responsible for their responsibilities and that they had communication problems with their peers.

In the National School Readiness Indicators Initiative (2005), the school readiness perspective was extended to cover different domains, such as motor development and physical well-being; social and emotional development; approaches to learning; development of language and cognition, and general knowledge. Preschool teachers and classroom teachers stated that fine motor skills development was not sufficient in the same class of students. The majority of the teachers stated that the students who were younger than the others in the activities which included the gains for fine motor skills use in the classroom, were tired easily, observed that they were bored and they experienced lack of confidence for being behind in these activities. Moreover, the majority of preschool teachers stated that 66-72 month period is one of the periods where brain development and synaptic connections and the rate of establishment are the most intense and the cognitive development is the fastest, children at this age grow very rapidly. In this case, it is concluded that students who are younger than others cause delays in their language, cognitive, motor, social and emotional development. In addition, the fact that 66-72-84 students are in the same class has a negative impact on the academic success of young children. Classroom teachers agree that the most important problem in the social emotional development of the students who have not completed 72 months is due to their inability to fulfill the responsibility of the students.

Classroom teachers mostly stated that students who did not complete their 72 months of education did not provide the course materials. In this context, it can be concluded that the responsibility of the young students is insufficient. Classroom teachers say that students who have not completed their 72 months are not able to list objects that they do not recognize numbers from 1 to 20; Therefore, we can conclude that students who have not completed 72 months have difficulty in their math skills. Meisels (1998) states that classroom teachers do not give much importance to cognitive skills. The results of this study do not coincide with this finding. In particular, classroom teachers indicate that cognitive characteristics are important. It is thought that this is due to the differences in cultural differences and applied program differences and the expected behavior of the students in the first year.

The primary education teachers who participated in the research stated that the students who were younger in months stated that they had difficulty in line studies and writing activities because they had fine motor skills development, said they were tired

easily, they did not want to do cutting and paste activities. Therefore, it can be concluded that students who have not completed their 72 months are left behind in the development of fine motor skills compared to other students. Santo (2006) and Meisels (1998) state that physical health and skills are important in school readiness. Teachers' opinions support this. Some primary education teachers stated that students who did not complete their 72th month had to unbutton their trousers when they went to the toilet and had difficulty unbuttoning and that the parents of these children were trying to solve the problem by passing a rubber to their children's pants. It can be concluded that these parents do not have any knowledge of fine motor skills development, which is one of the most important skills a student must have in order to begin the first year. Gökçen (2004) stated that children who start school should be able to perform self-care skills such as dressing and feeding on their own. Teachers' opinions support this.

At the end of the research, especially the opinions of the primary education teachers indicate that if the students who have not completed the 72th month start their first year, the child will have a negative impact on the school life due to their cognitive, social, affective and psychomotor insufficiency. It is consistent with the findings in the literature that the development of the individual is not from a single angle and that all areas of development are important in school readiness (Gül Kapçı, et al., 2015; Haydon, 2013; Koca, 2016; Özaslan, 2014; Ülkü, 2007). It is thought that the reason of class behavior of teachers is that they have more behaviors and characteristics definition about school readiness, they have mastered the behaviors of the first class and they can observe them more clearly and objectively.

Teachers who participated in the study also evaluated the school readiness based on what children can or cannot do. It was not approached from the perspective of whether the behaviors required by the program were appropriate for the development process of the children. School readiness are dependent on the quality of the education offered, and developmentally appropriate curriculum (Schweinhart & Weikart, 1997). Duncan and Magnusan (2013), and Rao, Sun, and Zhang (2014), stated that early childhood education and school readiness depend on the school's program. Düşek and Dönmez (2012) state that preschool programs should be appropriate to the developmental characteristics of children. Accordingly, the childrens' age, developmental characteristics and applicability of the program should be taken into consideration when preparing the program. Some characteristics of the school environment, such as the school atmosphere, the curriculum structure and the strategies adopted by the teacher in the classroom, have also been associated with the academic and socio-emotional outcomes of the child who are student at primary school and preschool (MacNeil, Prater, & Busch, 2009; Perry & Weinstein, 1988). Teachers' experiences are known to be effective in adapting students to school (Caprara, Barbaranelli, Steca, & Malone, 2006; Clotfelter, Ladd, & Vigdor, 2007; Harris & Sass, 2011). Accordingly, it can be argued that teacher characteristics are also effective in school readiness.

Suggestions

The student should not only be judged by his/her biological age, but also to assess the suitability of the first grade by taking into account the developmental characteristics of the student. In addition to this, the students should be able to learn

about the cognitive, language, motor, social and emotional development of the students about school readiness. The readiness of the student should be measured. Preschool and classroom teachers should be given in-service training courses related to school readiness. Class numbers should be reduced and students should be motivated and encouraged. The physical characteristics of the school should be evaluated for the developmental characteristics of children. The methods and techniques used in the class should be diversified. Following the development stages of the student from the preschool period, meetings and discussions should be organized and seminars should be organized to raise awareness of the families by field experts or teachers. The number of activities for the development of fine motor skills skills of the students should be increased in the preschool period.

It should be noted that school readiness is not only related to the characteristics of children. The importance of the program in school readiness should be considered. Accordingly, the applicability and developmental characteristics of the students should be taken into consideration while developing the program that is preschool and primary school. Preschool education programs should include the family education, because the parents have a important role on the school readiness. Thus family and teachers should be in communication.

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