THE STATE UNIVERSITY OF MOLDOVA

Presented as manuscript

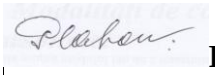
U.D.C.: 373.2(569.4)(043.3)

BADARNE ZADA

THE PSYCHOPEDAGOGICAL CONDITIONS AND METHODS FOR KINDERGARTEN CHILDREN' ADJUSTMENT TO ELEMENTARY SCHOOL IN ISRAEL

531.01 - General theory of education

Doctoral thesis in pedagogical sciences

Scientific supervisor:  **Professor Carolina PLATON**

Author:  **Zada BADARNE**

CHISINAU, 2016

UNIVERSITATEA DE STAT DIN MOLDOVA

Cu titlu de manuscris

C.Z.U.: 373.2(569.4)(043.3)

BADARNE ZADA

CONDIȚII ȘI METODE PSIHOPEDAGOGICE ALE ADAPTĂRII COPIILOR DE GRĂDINIȚĂ LA ȘCOALA PRIMARĂ ÎN ISRAEL

SPECIALITATEA 531.01–TEORIA GENERALĂ A EDUCAȚIEI

Teză de doctor în științe pedagogice

Conducător științific..... Profesor Carolina Platon

Autor.....Zada Badarne

CHISINAU – 2016

© Copyright owner badarne, zada, 2016

CONTENT

ANNOTATION (ROMANIAN, RUSSIAN, ENGLISH) 5

INTRODUCTION 8

1. THEORETICAL APPROACHES OF KINDERGARTEN-PRIMARY SCHOOL TRANSITION IN CONTEMPORARY PSYCHOPEDAGOGY 14

1.1. Theoretical approaches of transition from kindergarten to elementary school..... 14
1.2. The adjustment of kindergarten children to elementary school as psychological and pedagogical phenomenon.....24
1.3. The age of school enrollment – experiences and trends.....39
1.4. Conclusions to Chapter 1.....44

2. THE IDENTIFICATION OF CONDITIONS OF KINDERGARTEN CHILDREN' ADJUSTMENT TO PRIMARY SCHOOL 47

2.1. The design of investigation's process 47
2.2. The quantitative and qualitative analyses of experimental results 57
2.3. Conclusions to Chapter 2 78

3. THE VALORIZATION OF PSYCHOPEDAGOGICAL CONDITIONS AND METHODS OF KINDERGARTEN CHILDREN'S ADJUSTMENT TO PRIMARY SCHOOL 80

3.1. The identification of peculiarities of psycho pedagogical conditions for children's adjustment to elementary school 80
3.2. The evaluation of the effects of recovery conditions for children' adjustment to primary school 92
3.3. Conclusions to Chapter 3 104

GENERAL CONCLUSIONS AND RECOMMENDATIONS 106

BIBLIOGRAPHY…….....109

APPENDIX…….....124
1. A scale for assessing children's adjustment in kindergarten and at school according to the report of the kindergarten teachers 124
2. Parents' interview.....129

ADNOTARE

Badarne Zada, *Condiţii şi metode psihopedagogice ale adaptării copiilor de grădiniță la școala primară în Israel,* teză de doctor în pedagogie, specialitatea 531.01 – Teoria generală a educației, Chișinău - 2016.

Structura tezei. Teza conține introducere, 3 capitole, concluzii generale şi recomandări, bibliografie (214 surse), cuvinte-cheie, 130 pagini text de bază. În textul tezei sunt inserate 13 figuri, 36 de tabele şi 2 anexe. Rezultatele au fost publicate în 10 lucrări stiințifice.

Cuvinte cheie: tranziție, condiții psihopedagogice, vîrstă, copil mare (old children), copil mic (young children), adaptare şcolară, maturitate şcolară, diferențe individuale, diferențe de gen, personalitatea copilului, experiența preşcolară, dezvoltare socială, dezvoltare emoțională, abilităţi de învățare.

Domeniul de cercetare. Teoria generală a educației. Tranziția grădiniță-şcoala primară

Scopul cercetării constă în stabilirea şi valorificarea condițiilor psihopedagogice ale adaptării copiilor de grădiniță la şcoala primară.

Obiectivele cercetării: Analiza abordărilor conceptuale ale tranziției şi adaptării şcolare. Identificarea condițiilor psihopedagogice ale adaptării şcolare. Examinarea condițiilor de adaptare a copiilor la şcoala primară în funcție de vîrstă, grad de pregătire, sex, nivel de educație a părinților.Stabilirea particularităților psihopedagogice ale adaptării copiilor la şcoala primară. Evaluarea efectelor de valorificare a condițiilor psihopedagogice adaptaționale.

Noutatea şi originalitatea ştiințifică a cercetării este obiectivată de următoarele: pentru prima dată a fost realizat un studiuo teoretico-empiric cu referire la condițiile adaptării copiilor la şcoala primară în funcție de vîrstă (copii născuți în prima triadă a anului/copii născuți în ultima triadă a anului), grad de pregătire către şcoală (emoțională, socială, academică), nivel de educație a părinților (inferior, mediu, superior); a fost identificată influența vîrstei cronologice asupra gradului de pregătire a copiilor către şcoala primară: copii născuți în prima triadă a anului manifestă un grad semnificativ mai înalt al dezvoltării socio-emoționale decît copii născuți în ultima triadă a anului; a fost determinat rolul cadrelor didactice, a părinților şi a instituției de învățămînt în adaptarea copiilor la şcoala primară.

Problema ştiințifică soluționată constă în stabilirea condițiilor psihopedagogice eficiente ale adaptării copiilor de grădiniță la şcoala primară, avînd ca efect optimizarea procesului tranzițional, în vederea aplicării în sistemul educațional din Israel.

Semnificația teoretică a lucrării: rezultatele obținute contribuie la completarea şi promovarea cunoaşterii ştiințifice privind condițiile de adaptare a copiilor la şcoala primară; la concretizarea predicției succesului şcolar al copiilor la etapa inițială a studiilor formale; la formarea bazei pentru studiile ulterioare referitoare la adaptarea şcolară.

Valoarea aplicativă a lucrării constă în: valorificarea condițiilor psihopedagogice ale adaptării copiilor la şcoala primară în sistemul educațional din Israel; în elaborarea şi aplicarea recomandărilor practice pentru educatori, cadre didactice şi părinți care contribuie la promovarea experienței positive şi susținerea copilului în cadrul tranziției grădiniță - şcoala primară. Programul poate fi folosit de către cadrele didactice, psihologi, educatori din grădinițe şi şcoala primară care răspund nemijlocit de procesul adaptațional al copiilor. Rezultatele cercetării pot fi utile părinților care întîmpină dificultăţi în pregătirea copiilor către studiile şcolare. Datele experimentale pot fi utilizate ca material didactic în procesului de formare şi perfecționare profesională a specialiştilor din domeniu.

Implimentarea rezultatelor ştiințifice a fost realizată la nivel instituțional, în cadrul grădinițelor din sectoarele arabe ale Israelului.

АННОТАЦИЯ

Бадарне Зада, *Психологопедагогические условия и методы адаптации детей детского сада к начальной школе,* диссертация доктора педагогических наук, специальность 531.01 – Общая Теория Образования, Кишинев, 2016.

Структура диссертации. Диссертация содержит введение, 3 главы, общие выводы и рекомендации, список литературы (214 источников), ключевые слова, 130 страниц основного текста. Текст диссертации содержит 13 рисунков,36 таблиц и 2 приложения. Результаты были опубликованы в 10 научных работах.

Ключевые слова: переходный период, психопедагогические условия, возраст, адаптация к школьному обучению, школьная зрелость, индивидуальные различия, гендерные различия, личность ребенка, дошкольный опыт, социально-эмоциональное развитие, навыки обучения.

Области исследования: Общая теория образования. Переход детский сад-начальная школа.

Цель исследования: выявление и разработка психолого-педагогических условий адаптации детей детского сада к начальной школе.

Задачи исследования: анализ концептуальных подходов к исследованию переходного периода детей из детского сада в начальную школу и школьной адаптации в зависимости от возраста ребенка, уровня подготовленности к школе, пола, уровня образованности родителей; выявление психолого-педагогических особенностей адаптации детей к школьному обучению; разработка, внедрение и оценка эффективности программы оптимизации психо-педагогических адаптационных условий.

Научная новизна и оригинальность исследования: впервые проведено теоретико-экспериментальное исследование условий адаптации детей к школьному обучению в зависимости от возраста ребенка (дети, рожденные в первом и последнем квартале года), уровня подготовленности к школе (эмоциональный, социальный, навыки обучения), уровня образованности родителей (начальное, среднее, высшее); выявлено влияние хронологического возраста ребенка на уровень его подготовленности к школьному обучению: дети, рожденные в первом квартале года, имеют более высокий уровень социально-эмоциональной подготовленности к школе, нежели дети, рожденные в псоледнем квартале года; выявлена роль педагогов, родителей и образовательного учреждения в процессе адаптации детей к начальной школе.

Решенная научная задача состоит в создании психолого-педагогических условий эффективного перехода от детского сада к начальной школе, имеющая как эффект оптимизацию переходного процесса, с целью их применения в системе образования Израиля.

Теоретическая значимость работы состоит в том, что полученные результаты вносят вклад в развитие научных знаний по адаптации детей к начальной школе; в конкретизации возможности предсказания школьного успеха детей на начальном этапе формального обучения; формирование базы для последующих исследований, касающихся адаптации к школе.

Практическая значимость работы заключается в разработке комплекса психолого-педагогический условий адаптации детей к шуольному обучению в Израиле; в разработке практических рекомендаций для учителей, воспитателей и родителей, способствующих продвижению положительного опыта и поддержке ребенка в переходный период детский сад - начальная школа.

Внедрение научных результатов осуществлялось на институциональном уровне, в рамках детских садов в арабских секторах Израиля.

ANNOTATON

Badarne Zada, *The psychopedagogical conditions and methods for kindergarten children' adjustment to elementary school in Israel*, the dissertation of the doctor of pedagogical sciences, specialty 531.01 – General theory of education, Chisinau - 2016.

Structure of the dissertation: the thesis contains an introduction, 3 chapters, general conclusions and recommendations, list of references (214 sources), keywords, 130 pages of the main text. The text of the thesis contains 13 figures, 36 tables and 2 appendices. The results were published in 10 scientific papers.

Keywords: transition, preschool age, school adjustment, school readiness, school maturity, individual differences, learning achievements, personality of the child, preschool experience, socio-emotional learning skills, anxiety, challenge, complexity

The field of the research: General theory of education. Transition from kindergarten to elementary school.

The objectives of the thesis are: Analysis of conceptual approaches of transition and adjustment to school. Identification of pedagogical conditions of adjustment to school. Examination of the conditions of children' adjustment to primary school according to age, degree of readiness, sex, education level of parents. Establish of pedagogical peculiarities of children' adjustment to primary school. Capitalization effects' assessment of pedagogical conditions for adjustment.

Scientific novelty and originality of the research consists in: Theoretical foundation of psycho pedagogical conditions of children' adjustment in primary school; achieving a unique empirical study on the conditions of children' adjustment in primary school by age (children born in the first triad of the year / children born in the last triad of the year); degree of readiness for school (emotional, social, academic); parent education level (low, medium, higher); establishing the influence of chronological age on the readiness of children to school; the establishment and capitalization of psycho pedagogical peculiarities of children' adjustment to primary school; identify gender differences at the level of classroom and age; the development, implementation and evaluation of the Program of optimization the transition process; determining the role of teachers, parents and educational institutions in children' adjustment to primary school.

The solved scientific issue is to establish effective psychopedagogical conditions of kindergarten children's adjustment to elementary school, having as effect the optimizing of the transitional process in order to implement in the educational system in Israel.

The theoretical significance of the research: the obtained results contribute to the development of scientific knowledge related to children's adjustment to elementary school, to prediction of the educational success of children at the initial stage of formal learning; to creation of the base for the future studies for adjustment to school.

The practical significance of the work: elaboration of a set of measures and practical guidelines for teachers, educators and parents that contribute to the promotion of the positive experience and support for the child, as part of the transition kindergarten - elementary school.

The implementation of scientific results was realized at the institutional level, in the framework of kindergartens in the Arab sectors of Israel.

INTRODUCTION

The actuality of the research. The problem of childhood in general and nursery - school transition, in particular, generates great interest to specialists. A large number of researches, studies, documents and instructions concerning the nature, content and peculiarities of this transition manifests this interest. There are also many materials on child's adjustment to school life, in identifying of partners involved in transition strategies relating with other children, the role of parents and decision makers involved in the school.

Transition kindergarten - school is relevant both for educational arena and for political ones. The educational arena refers to how to achieve the academic programs, the teaching quality, and the academic success, the formation of relationships between staff, environment, parents and children. The policy one is related to the development of educational policy and legislation, by providing a support network for students, maintaining equality of responsibility to provide equal opportunities to all students and resource allocation.

Thus, the transition kindergarten - school and child's adjustment to the new system are extremely important events in a child's life. The transition involves physiological, psychological and social changes. As important, they directly affect the child's personality, forming positive attitudes towards school. Moreover, the transition is another step that symbolizes separation from gaming activity and the shift to learning activity. In this context, the child needs to attain a certain level of maturity and socio-emotional learning skills. The lack of social and emotional capacity affects and harms the child adjustment to school life.

Although at international level the school age varies from country to country depending on the learning program, school, environment, the multiple international researches indicate that for 33 countries the school age is six years old. Moreover, in Israel, children are admitted to school at age six, when it is assumed that all children reach a certain physical, emotional, social and sensory-motor level and a certain degree of cognitive maturity, allowing them to begin formal studies. Since 2013, in Israel, the rights to schooling have children born on January 1 to December 21 of the year. At the same time, the observations made within the activities of the author in kindergartens from Arab sectors of Israel led to the identification of differences between children born in the first triad of the year (January, February, March) and children born in the last triad of the year (October to December). It generates a series of questions, such as: Are there differences in the adjustment of children born in the first triad of the year and those born in the last triad of the year? Are children born in the last triad of studies ready for formal education? Which are the optimal pedagogical conditions of adjustment to school? So far, the answer to these questions of major importance has

not found an extensive coverage in the specialized investigations. Therefore, realizations of complex studies of these phenomena become necessary and actual.

Description of the situation in the science area and the identification of the problem.

The process of children' adjustment to formal education is the subject of more research, theoretical approaches and practical diversity referring to a wide range of issues [1, 2, 3, 4, 5, 23, 24]. Recent researches focus on cognitive, emotional, social aspects of the problem [10, 11, 13, 29]. A number of authors such as Fabian, H., Dunlop, A.-L., [14], Wildenger, L. K., McIntyre, L. L., Fiese B. H., Eckert, T. L. [31], Valeski, T. N., Stipek, D. J. [30], focuses on the analysis the phase of transition kindergarten - primary school, on examining the preparedness of children for schooling, socio-emotional identification. A particular interest is granted to gender differences [28], the child needs during the transition period [29] risk factors as predictors of school performance [15], best practices and strategies to assist in the transition [14, 27]. Unfortunately, the empirical research on concerned issues is missing in Israel.

In the Republic of Moldova the issue of children' adjustment to primary school has been approached by a number of researchers: A. Bolboceanu, S. Cemortan, Cuzneţov L., L. Mocanu, V. Pascari Vrancean M., G. Chirică (33, 34, 35, 36, 37, 38, 39, 40). The investigations refers to school's maturity and immaturity, the children' education in the family and school, the development of language, communication, creativity at preschool, conditions for school adjustment of children with SEN, socialization and socio-affective development of children, the training of learning skills for children of 6-8 years old, the theory and methodology of artistic education of children, preparing and training of teachers for primary education.

Also, there are missing theoretical studies and empirical research about the conditions of 6 years old children' adjustment born in different periods of the year. Thus, the divergence between the opportunity and importance of establishing psychological and pedagogical conditions of children' adjustment in formal education, on the one hand, and insufficient treatment of the issue in educational theory and practice, on the other hand, argues the actuality of the research and generates **the research problem** which is the need to identify psychopedagogical conditions of adjustment to school of children born in the last triad of the year, who face significant difficulties of adjustment compared to children born in the first triad of the year.

The research goal is the establishment and the valorization of pedagogical conditions of kindergarten children' adjustment to primary school.

The research objectives:

1. Analysis of conceptual approaches of transition and adjustment to school.
2. Identification of pedagogical conditions of adjustment to school.

3. Examination of the conditions of children' adjustment to primary school according to age, degree of readiness, sex, education level of parents.

4. Establish of pedagogical peculiarities of children' adjustment to primary school

5. Capitalization effects' assessment of pedagogical conditions for adjustment

The research methods:

Theoretical methods: analysis of scientific bibliographic sources, theoretical analysis and synthesis, generalization and systematization of results.

Empirical methods: pedagogical experiment, interview, questionnaire.

Statistical Methods: The test t - Student, Pearson correlation test.

Scientific novelty and originality of the research is objective:

Theoretical foundation of psycho pedagogical conditions of children' adjustment to primary school; achieving a unique empirical study on the conditions of children' adjustment to primary school by age (children born in the first triad of the year / children born in the last triad of the year); degree of readiness for school (emotional, social, academic); parents' education level (low, medium, higher); establishing the influence of chronological age on the readiness of children to school; the establishment and the capitalization of psycho pedagogical peculiarities of children' adjustment to primary school; to identify gender differences at the level of classroom and age; development, implementation and evaluation of the Program of optimization the transition process; determining the role of teachers, parents and educational institutions in children' adjustment to primary school.

The solved scientific issue is to establish effective psychopedagogical conditions and methods of kindergarten children' adjustment to primary school, having as an effect the optimizing of the transitional process in order to implement it in the educational system of Israel.

Theoretical significance of the paper: lies in approach of psychopedagogical adjustment conditions in addressing adjustment as an integrator complex of dimensions such as age, degree of readiness of preschool, parents' education level, which ensures an effective adjustment of children to primary school; completing and promoting of scientific knowledge on the conditions of children' adjustment in the educational system; concretization of prediction for children's school success at the initial stage of formal education; forming the basis for future studies on school adjustment.

The applied value of work consists in the elaboration and implementation of the „Program of optimization the transition process" into the education system in Israel; identifying and capitalizing of psycho pedagogical peculiarities of children' adjustment to primary school; development and implementation of practical recommendations for educators, teachers and parents,

thereby contributing to the promotion of positive experience and support of the child in the transition from kindergarten to school.

Teachers, psychologists, educators from kindergarten and primary school, who are directly responsible for the adjustment of the children, can use the program. The research results can be useful to parents who have difficulties in preparing children to school studies. The experimental data can be used as teaching material in the process of professional training of specialists.

The main scientific results submitted to support:

1. The psychopedagogical conditions of transition functions as a complex system that integrates internal conditions: the age of admission to school, the social development, the emotional development, the development of learning skills and the external conditions: the level of parents' education, the family and school climate, the child's support by family, having as the result an effective adjustment of children to primary school.

2. Age differences of preschoolers generate differences in their socio-emotional functioning: children born in the first triad of the year shows a higher degree of readiness for school than children born in the last triad of the year.

3. Gender differences is marked both at class level - boys show a higher degree of emotional development and learning skills than girls do. As well as at the level of age groups within the class - within groups of small children, boys are better than girls emotionally developed and of learning skills; within groups of older children, boys are better than girls developed of all investigated components.

4. Social and emotional adjustment of children born in the last triad of the year calls for further intervention strategies and pedagogical assistance on implementation of the partnership between key stakeholders (teachers, parents, children); supporting children in carrying their activities; support and stimulate communication and friendly relations between children; supervising of children at an earlier stage of schooling.

5. Pedagogical assistance programs involving all stakeholders (educators, teachers, parents) ensure the efficiency of adjustment process.

Implementation of scientific results is carried out at the institutional level within the education system of Israel.

Approval of scientific results. Theoretical and practical results of the research were presented and discussed at meetings of the Department of Educational Sciences (The State University of Moldova) and at various conferences, national and international scientific forums.

Publications on the thesis topic. On the research topic have been published 10 scientific articles.

Thesis structure: The research contains an introduction, three chapters, conclusions and recommendations, bibliography (214 sources), keywords, 130 pages of main text. In the text of thesis are inserted 13 figures, 36 tables and 2 annexes.

The summary of the theses.

The Introduction represents the actuality of the problem, main goals and objectives, research methods. In the context, the main aims are being outlined: scientific innovation, theoretical and practical value of the research, the main scientific results submitted to support and solved problem

Chapter 1, Theoretical approaches of kindergarten-primary school transition in contemporary psychopedagogy, includes the literature review and the latest researches referring to the subject of adjustment to elementary school. Moreover, the theoretical models and approaches are present. This part going to three paragraphs: Transition from kindergarten to elementary school, Adjustment/readiness for elementary school, the age of school enrollment. The importance of transition is that it involves anxiety and uncertainty for a child and his family. The continuation with a positive beginning is an answer for a successful transition. It presents different meanings and definitions of what is a successful transition, as a positive experience and a good organized beginning, which provides a high indication of positive attitude towards school, which in turn predicts an academic success for future studies. Adjustment/readiness to elementary school is a wide term that includes social/emotional and learning adjustment. In recent years, the concept of readiness was expanded beyond academic readiness, to include academic achievements and reading skills, understanding and arithmetic as well as physical health, social and emotional adjustment, a certain level of language and general knowledge. The social changes upon entering school are significant. They influence the child's adjustment and have a direct authority on constructing positive attitudes to school. The age of starting school is an important subject in which the specialty literature shows a great interest. The results of the effect of age on readiness for learning when entering school were varied - from personal characteristics of genetic heritage and the importance of the child' development stage versus child's environment and family data, including familial support and dedication. Most studies refer to the influence of age on academic achievements, which is significant and stronger than any other factor among children from a low social-economic status, from weak environments, or under-privileged populations.

In Chapter 2, The identification of conditions of kindergarten children's adjustment to primary school, are described the components of the research design, as well as the used method for structuring the case studies. The research adopted quantitative and qualitative methodology, in order to expose as many aspects of the learning process as possible, the main method was collecting data

through questionnaires of teachers and interview of parents. In addition to the experiment of two groups: experiment group - the younger children of the class, who were born in the last third of the year and the control group - the older children in the class, who were born in the first third of the year. The study uses a comparison between experimental and control groups. In this chapter, the author reviews the empirical evidence of the impact of age toward the adjustment to school. It describes the results.

In Chapter 3, The valorization of psycho pedagogical conditions and methods of kindergarten children's adjustment to primary school, are analyzed the results of the research in parallel with the results of other studies on the same subject. The chronological gap between children is dividing into several parts including the quantitative aspect and detailed indirect evaluation of the kindergarten teachers who participated in the main research tool. This presents the dimensions of social, emotional and academic adjustment by details with the wide field of the target population. Also, there are presented the experimental program of optimization the conditions of children' adjustment to primary school, the practical implications and recommendations.

General conclusions and recommendations summarize the research and its limitations, and offer some specific practical recommendations to each of the parties involved: kindergarten teachers, elementary school teachers and parents and approach the results and the practical implications.

1. THEORETICAL APPROACHES OF KINDERGARTEN-PRIMARY SCHOOL TRANSITION IN CONTEMPORARY PSYCHOPEDAGOGY

The kindergarten is the first experience of life in the society of a child. It provides a new framework for child by size and its contents through various, new and exciting activities. It is a sequence of metamorphosis, an intense emotional coloring and unstoppable dynamism. Adjustment to the new environment as usually is lengthy, with advances and setbacks, with lasting and persevering efforts from both the child itself and the adults who support it.

Starting school is an important moment for every child. Other adults begin to play an important role in children' socialization process. The success of child's integration depends largely on attitudes and skills with which he/she enters in a new stage.

The transition from kindergarten to school is accompanied by significant changes and motivational past marked by transitions and dynamic replacement to school motivation. The transition from kindergarten to school produce significant changes, moments of tension, even possible conflict, crisis related to the period of transition from elementary schooling. The chapter analyzes all metamorphoses and conditions of a children' transition from kindergarten to elementary school.

1.1. Theoretical approaches of transition from kindergarten to elementary school

Transition is a movement from one situation to another. There are a series of transitions. Some of them are more formal and important and even considered a turning point that can change a person's functioning, behavior and development [190]. The transition to school is an example of transition as a turning point for a person, because there is starting the age of youth [141, p. 20-22; 161, p. 1-18]. Transition to school is a dynamic and critical transition for the child's development and his further growth [119, p. 43-50; 176].

The specialty literature denotes that every transition from one framework to another is most important, however the transition from kindergarten to elementary school is considered unique and significant. In Israel, this is the same. In fact, governments and policy makers, professionals, schools and organizations from all over the world make great efforts related to this transition in order to ensure that a child has the best start, as it is possible [171, p.1-21]. The researches H. Fabian and A-W. Dunlop consider that this is the most important step during the institutional process not only for children, but for their families as well; regardless at what age the child begins the transition.

The transition from kindergarten to school is so important not only because it involves changes such as moving from one place to another or from one educational stage to another [72], but because of its signifies - a new period and a new beginning. The child moves from kindergarten to a different environment, which involves essential changes in physiological, psychological, social and academic aspects. Many researchers refer specifically to the changes in the physical and the academic environment, especially the size of school, wondering how young children find their way in a large building [58; 65; 139; 154, p. 44-49]. There are changes in rules, values as well as change in educational climate [119, p. 43-50], which affects roles and relationships in learning strategies, fields of knowledge and expectations [149]. H. Fabian and A-W. Dunlop indicate in their papers that this transition involves changes in pedagogical approaches, in teaching methods and learning, in managing time, in educational perception, in responsibility for learning and demands.

The transition brings a new era of separation. Separation from the kindergarten teacher, who symbolizes a mother figure to the classroom teacher, who demonstrates a more formal attitude towards a child (regarding academic achievements) as he masters of reading, writing and arithmetic. There is a change in the model of interaction and in the nature of bonding between teacher and pupil. The child is separating from the sandbox and from playing in general, moving toward having responsibilities for his studies (e.g., doing homework). Kindergarten is perceived as a place of play, whereas school is perceived as a place of formal study and responsibility. Research that examines children's attitudes to kindergarten and school indicated that kindergarten was the place for playing and school was the place for learning and doing homework and less for playing [139; 200, p. 83-96]. In fact, assessment of the schoolchild is structured, defined and can be measured by grades and academic achievements [57, p. 171-189; 68, p. 35-50; 203, p. 1-9].

The kindergarten-school transition involves anxiety and uncertainty for a child and his family. He may suffer from different types of fears, problems and tensions. Fear, coupled with anxiety, influences the child’s behavior, emotional and social adjustment and well-being, which might, in turn, indirectly influence his academic achievements, not only in the short term, but in the longer term as well [72]. The parents, who may be flooded with questions from their child, may also feel anxious, uncertain or pressured. For them the problem is more complicated, especially parents of children with low capability or special needs [74, p. 32-37].

The period of school involves challenges for children and their parents, mainly for children with difficulties or those who are expected to have difficulties [95, p. 479-485; 96, p. 628-648]. When children confront difficulty, it sometimes becomes a challenge. The difficulty in following rules and regulations, facing new or different values, makes them worried [68, p. 35-50]. Furthermore, the child confronts an assignment of recruiting and initiating different kind of

friendship (from the group of friends he/she had in kindergarten). In our research there is examined the attitudes of children towards friendship in the transition to school. Children report difficulty in this respect, because they did not have their friends from the previous year, with whom they would be happy. The dynamic groups and friendships are essential in facilitating the process of transition [56, p. 12-17].

M. R. Louis in the work "Administrative Science Quarterly" analyzed the transition as a process of psychological adjustment. There are three common structures in the experience and the process of adjustment:

Change - it takes place when there is a difference objective in the field, for example, between the old building and the new or between an existing situation and a new or unfamiliar one.

Surprise or contrast, when a person has expectations incompatible with or oppose to reality.

Significance - the main issues relate to how the individual builds, shapes and copes with the experience and how he translates the new experience into something personally significant.

These three structures are expressed in the process of adjustment and influence at the individual level and in its adjustment socially, emotionally and academically [19, p. 110-134].

This kind of transition is different from other transitions of a person's life. A transition from kindergarten to first school grade involves many difficulties and changes in its physical and human structure and the academic, behavioral and social demands and expectations. The child is required to adjust himself to a different system from one he knew. The need results from the difference between the demands of the school and the pre-school system that he is familiar. The adjustment to a new place involves an experience of crisis. Transition from known human and physical environment to very different environment, from a relatively little frame to a larger one, from one age social structure to a frame in which the students are in a wide range of age and adults. Children perceived entering the first grade as a threatening situation that causes anxiety, since the transition between frames forces the students to reassess their ability. The transition to a process of quantitative evaluation and process of reassessment make the students anxious of confronting the uncertainty of their functioning among new friends and teachers and acquiring new customs. The transition from kindergarten to school represents a major step in a child's life.

The subject of the thesis aims to better identifying of the skills and abilities that contribute to school readiness and to understand the role of parents and best practices for fostering an appropriate transition and academic success. Although children make many transitions in their lives, the move to school has important implications for their overall development and is therefore worthy of particular attention. Key to successful transitions depends on the nature of the relationships between all involved: positive, responsive relationships between children, teachers and families. Culturally

responsive teaching and assessment are strong themes in ensuring success. For children, their friendships and parents relationships and the relationship with their teacher and other involved adults in their lives are also key factors to a successful transition.

All researches who examine the issue of transition to school agree that there are differences in the ways in which it is experienced and in the experience of being introduced to school, both in the open signs and the hidden of social, emotional, cognitive and sensory-motor skills [119, p. 43-50; 176]. The individual differences arise among children and parents in their expectations, positions and the support of parents provide to their children [60]. Some children require a longer period to integrate and adjust than other children [67]. For some, the transition is a natural stage that they go through and cope accordingly. Yet, for others, the new situation poses difficulties and challenges and for them it is a stage of shaping their personal and academic identity that means they go through a reorganization of their identity.

The transition varies from one country to another. Each country has its policy for obligatory studies for young children and there are various assumptions about the way in which children begin to study at school [100, p. 365-379]. In fact, it means different things to different people and groups in different countries.

Transition to school should be understood as a process, not as a point in time. It is an individual experience for everyone involved. Although, there are common elements to most children's transition, there are important considerations, which need to be thought about and planned in order to ensure that each child has a successful start to school. When children start school, they experience environments that may be quite different from home, childcare setting or kindergarten. Beyond the differences in the physical environment, the social nature of school and academic expectations differ. Children may find it hard to learn and follow school rules. Some children find it difficult to deal with the longer days and the new responsibility.

In the literature, there is significant discussion about the requested readiness for the transition from kindergarten to school. Much researches deal with identifying the variables and formulating a new definition of the requested readiness for a child, family and the policy of the system to make the transition experience positive and successful for the children and their families. There is some disagreement, however, about how to go in this transition process, and beyond that, how to go through this process successfully in order to ensure a positive beginning and constructive development. Among others, questions such as what preparations are required for a child, what procedures have to be taken on the part of the educational institution, whether it is at the kindergarten or school, what role play the parents in the process, who are the key figures in the

transition. The answers to these questions reflect the circumstances according to educational policy and the culture of the community in each locality [21, p. 1-10].

There are different meanings and definitions of a successful transition, but there is agreement that a positive experience and a good and organized beginning provides a high indication of a positive attitude towards school, which in turn predicts academic success in future studies [2, p. 351-364; 61; 70,p. 67-78; 119, p. 43-50]. The process of adjustment is balanced and adjusted between the child and school. It means that the child is adjusted to school, and school is adjusted to children and their needs. Such an adjustment secures a successful transition and is when the child strengthens a positive attitude towards school, towards a sense of belonging and a positive relationship with the place where he is in [37, p. 338-352].

Therefore, great importance is attributed to planning the transition [72]. The researches encourage the investment in universal education of infancy since it leads to long-range educational results [11]. In the United States there was found that investments in this period with planned programs have social and emotional advantages [2, p. 351-364; 197, p. 69-74]. The program should be flexible and address the complexities of the local community through respect and logic of all relevant parties [119, p. 43-50]. These findings have been supported by research in Europe with 3,000 children between the age of 3 to 7 that examined the influence of a qualitative investment in infancy, transition programs and educational sequence that begins in kindergarten and continues to first school grade. The research indicated positive results regarding the development of the children during their years of school, a high level of performance and an increase in standards and achievements [166].

Scholars show a great interest in the quality of education, especially in the years before their enrollment to school. The research around these pre-school children' age examines the influence and interaction of various variables such as the quality of educational institutions, environment, familial quality and the child's personality. The variable of the quality of education is multidimensional and encompasses the physical educational environment, academic contents, the training of the educational team and the relationship between the child and the teacher and child's self-image [134]. A qualitative educational environment predicts success and improvement in social and communication skills, helps in solving problems in the young age, and strengthens adjustment and level of skills in the social, emotional and cognitive fields [183, p. 40-45].

Many discussions compare the quality of education with three levels, emphasizing social and emotional development. The first level is between children who have been educated at home and those who have been educated into an educational institution. The second level compares the care-taking institution and the influence of environment to children's development and progress.

The third level focuses on the interaction between all characteristics, skills, knowledge and level of development of a child and experience of education and environmental influence [10, p.1-34; 130, p. 254-262; 90, p.148-162].

There is disagreement however between the central actors of a successful transition. The debate focuses on the most significant component that influences the experience of transition. These components consist of the child's personality dimensions; the family and the patterns of bonding and support; the community or the environment, which include meaningful figures for the child and educational institutions. Some researches indicate that although there is need for cooperation among many factors, the central players in the transition are children [72]. Other researchers consider that the central and the most important role-play the family and the educational staff. By presenting school as a positive element, they give the children a positive beginning.

Much of the literature supports that successful transitions arise from the power and influence of the good relationships in the community (people, professionals and institutions) [54]. However, many researches view the transition as a process that relies on the relationships among many players: children, families, educators, community, and professionals from both kindergarten, school and the whole system [60; 72; 114, p.14-18].

Transition is the time when everyone has to be involved and take responsibility [120, p.151-176]. The preparation for transition calls for coordination and distribution of responsibility to ensure success [7, p. 10-16]. There is general agreement that cooperation is essential for developing good coping skills and predicting the child's success at school [160]. One has to strengthen the partnership between kindergarten and school [78, p. 213-227] on the one hand and the community and its support on the other [42; 59, p. 271-281]. Educators believe that readiness and adjustment involves preparing the child, the parents and encouraging cooperation among all variables [110, p. 343-349].

S. McIntyre and others emphasize that planned cooperation encompasses the social, academic and emotional fields. Parents should be involved in the educational work at school [76]. This cooperation with the parents is necessary for supporting the children and helps the educators enormously [186, p. 42-64]. Cooperation and involvement is a primary requirement for children with difficulties or children with special needs. In these cases, all factors must cooperate and be attentive to the children's needs [177, p. 1-6]. Whenever there is a difficulty, a need of the involvement of all involved parties [159, p. 25-34; 161, p. 1-18]. Continuous implication involves the organizing of introduction experience in school, a program of accepting and blessing the children, extending the period of the transition, and maintaining good communication. Coordination and cooperation within the process of analyzing the transition program and efficient communication

between educators in kindergartens and school get to know the children and the continuous involvement of the families. All are essential for a successful transition.

C. Pamela in the work “School readiness” presents the child's readiness for school and the school's readiness for child in addition to community and family. In author’s opinion the child's readiness for school consists of the level of motor development, social and emotional development, cooperation and empathy, self-expression and a range of cognitive development knowledge and skills (e.g., knowledge of letters, numbers, spatial relationships and concepts, motivation, curiosity, concentration and perseverance) [142, p. 1008-1015]. In addition, language skills are part of intellectual capability and an important criterion for intellectual development [96, p. 628-648]. The use of language as a tool enables communication and influences the learning. Therefore, language is not only vital for social communication with others but an important aspect of readiness for school. Language and literacy at a good level and especially self-expression is an important basis for a successful transition. On the other hand, if there are language difficulties, readiness might be low or absent [98, p. 460-476].

Readiness of a child is defined by the list of skills and measures, such as physical well-being and motor development (health status, growth and disability), social and emotional development (turn-taking, cooperation, empathy, ability to express one's own emotions), approaches to learning (enthusiasm, curiosity, temperament, culture, and values), language development (listening, speaking, vocabulary), literacy skills (print awareness, story sense, writing and drawing processes) and general knowledge and cognition (sound-letter association, spatial relations, and number concepts) [142, p. 1008-1015].

Many researchers emphasize the readiness of school in getting organized for receiving children who are at different developmental stages. The school has to adopt differential teaching methods in order to adjust the teaching methods to personal needs of the children [99, p. 184-188]. The focus is an increased parental involvement and cooperation through follow-up, continuity and transition programs between kindergarten and school to show interest and answer the children's needs, according to socio-economic status and age. The school should be committed to the success and take equal responsibility for all children.

The school must provide a space and an opportunity for pupils to express their positions and feelings towards school, enabling them to speak about their difficulties, needs and positions. This important strategy allows educators to get to know and to understand the children. This information can serve as a basis for planning and organizing while considering the needs, and fostering concern and a sense of belonging [196, p. 87-102]. Children need the opportunity to express their opinions, to have the permission to ask questions and to raise ideas or suggestions to facilitate and help their

adjustment [58; 187, p. 1198-1213]. Readiness for school is also welcoming the new pupil at school, accepting him and making him feel better, through cooperation and involvement between the institution and the parents as a source of support for children [46, p. 305-310]. It is important that the adjustment and encounter with the school begin as early as possible. A large body of research emphasizes the significance and positive experience of an early encounter between the child and school [29, p. 993-1028].

In addition, it is important to prepare the parents as well. The school must prepare the parents for transition, in getting to know the school and instituting transition programs prior to the start to school [119, p. 43-50]. The parents should have an opportunity to express their positions about the relationship with school [59, p. 271-281], about the programs of study and their own fears related to the child's readiness [64, p. 108-139]. Parents need to have an opportunity to communicate with teachers [126, p. 83-88]. From all the above, we can conclude that the school's readiness of a child plays a critical role for the future development of that child physically, academically, socially and emotionally [202, p. 51-68].

School's readiness of children consist of the process to facilitate smooth transition between home and school, including cultural sensitivity, by striving for continuity between early care, education programs and elementary school. In order to achieve this path there are used high-quality instruction, appropriate pacing and understands that learning occurs in the context of relationships, demonstrating commitment to the success of every child through awareness of the needs of individual children, including the effects of poverty and race, and trying to meet special needs within the regular classroom. Also the demonstrating commitment to the success of every teacher by introducing approaches that raise achievement, such as parent involvement and early intervention for children which fall behind, altering practices and programs if they do not benefit from children, serving children in their communities, taking responsibility for results, and having strong leadership [142, p. 1008-1015].

The literature supports the significant role of the parents and the extent of their influence on the readiness level. C. Pamela describes the support of the family as a treatment with no negligence and dedicating quality time for a child education. Many schools have adopted programs and suggestions for parents as part of the preparation of the family [136].

Family and community support contributes a lot to child readiness. Mothers should receive excellent prenatal care and children should receive comprehensive health care, optimal nutrition, daily physical activity starting at an early age, so they arrive at school with healthy minds and bodies. All children should have access to high-quality pre-school. As their child's first teacher,

every parent should devote time daily to helping and encouraging their child to learn [142, p. 1008-1015].

A review of international research and practice concerning children's transition to school in the late 1990s identified three general models that underpin specific programs [131]. Each model has its particular emphasis: preparation of schools for children, preparation of children for school and seeking program continuity between school and prior-to-school settings. Table 1 summarizes these three models, highlighting each of them through founding belief and how that belief is translated into practice.

Table 1.1. An international overview of existing transition models and practices and their rationale

<table>
<tr><td>Model 1 Preparation of schools for children</td><td>Aim: To reduce children's stress at starting school.
Rationale: Children and/or families experience difficulties (e.g., stress, failure, unhappiness, alienation) when starting school because schools do not respond appropriately to needs of different children and families.
View of the child: Vulnerable to change.</td></tr>
<tr><td colspan="2">Transition practices may include getting to know the child and the family, planning a child’s start at school with parents and with other relevant services, familiarizing children and families with life at school, smoothing differences (teaching and learning content and processes) between children’s experiences prior to school and at school.</td></tr>
<tr><td>Model 2 Preparing children for school</td><td>Aim: To make children ready for school.
Rationale: Children's difficulties in starting school reflect deficiencies in themselves, in their home and/or in their pre-school setting.
View of the child: Deficient. For example:
Poor health, disability, language problems (delay or not speaking the dominant language), cognitive delay and poor pre-literacy and/or numeracy.</td></tr>
<tr><td colspan="2">Transition practices may include preparing children for their first day at school, ensuring that children have the skills needed to start school, identifying children’s deficits early and planning programs to reduce their effects on key areas of learning, teaching children about school rituals, rules, expectations, language and formal curriculum.</td></tr>
</table>

Model 3 Creating program continuity	**Aim:** To smooth differences between prior-to-school and school settings. **Rationale:** Children's experiences of teaching and learning prior to school do not match those in school. **View of the child**: Vulnerable to discontinuity and change.
Transition practices: *Supporting professional development of educators and use of highly qualified early-childhood specialists in the lower primary grades, developing curriculum continuity between schools and prior-to-school settings, locating schools as close as possible to prior-to-school.*	

Source: Literature Review Transition: a positive start to school November/December 2008, p. 14-18

There is debate about which of those three transition models provides children with the best start to school and why. The psychologist D. Myers (1997) strongly argued that transition to school programs should aim to reduce children's stress as they move between different learning environments (e.g., home, school, early childhood center) rather than seek to create seamless transitions between them. On the same note L. O'Gorman summarized other researchers' concerns that if pre-schools try to create seamless transitions to school, they may, intentionally or otherwise, focus on children's readiness for school as they orient their curriculum increasingly to the school curriculum. While S. Dockett and B. Perry argued that successful, transition to school is the result of a process in which the child and school adjust to each other.

From all exposed above, the author concludes that kindergarten as a stage of transition between family and school, trains a child in tasks similar to those of school. It increases the availability of child's intellectual capacity, puts him in contact with preparatory requests for school, and contributes at the creating premises of schooling under optimal psychological preparation of the child. The process of preparing children for school does not relate to teach them to write, read or count earlier, but presupposes to prepare for a new way of acquiring knowledge and experience, helping them to achieve a state of readiness for learning, positive psychological state required for school start time.

The enrolling of a child in school has a special time for it. It is not a linear process, getting the child fully, mobilizing the entire adaptive mechanism. The new requirement of the new environment of school opposes to flexibility and freedom from kindergarten and may appear for a child even as constraining him. The decisive role in ensuring the school maturity of each child has the preparatory group.

1.2. The adjustment of kindergarten children to elementary school as psychological and pedagogical phenomenon

The issue of readiness for elementary school is a concern for both kindergarten educator and parents. The most optimal solution for a child is his preparation in both terms of socio-affective and cognitive. The process of school enrolment is influenced positively or negatively in depending on the child's representations about his future school's activity - formal representation of children through the contribution of parents, educators, and teachers - as unity of ideas, thoughts and actions.

The specialty literature uses 'readiness for school' and 'maturity for learning' as identical terms, similar to adjustment and capability. Readiness and maturity are used as predicting a higher level of adjustment. Readiness is defined in various ways. Many researchers present readiness as the extent of interaction between person and environment, and a way to succeed [195, p. 351-375]. Part of the definitions indicates a layout of behavior patterns that are needed for the individual to adjust to his social environment, a behavior that is adjusted to the environment or to changes and challenges coming from the environment. A complex of changes is directed at the adjustment between a person's demands and what his environment wants. Similarly, adjustment is defined because of the balance between a person and his environment, as the individual aims to survive in the physical and social environment [155, p. 73-79]. Adjustment relates to how the individual copes with pressured situations and conflicts and how to achieve balance and harmony in the individual's attitude to his environment [107, p. 443-484]. From these descriptions, one can understand that adjustment represents a set of skills and capabilities necessary for the individual as he encounters the environment, a relationship that includes social aspects and the ability to adapt to new circumstances and new relationships [54]. Another definition says that adjustment is the extent of compatibility between personal needs and the conditions for achieving progress. There are definitions, which include social, academic and emotional capabilities as important conditions for readiness, which means that readiness is determined by the extent to which a child has the capacity to control those aspects. An aspect of the definition relates to progress, mainly to academic progress, such as a child's capability to manage his emotions and control his behavior and relationships to advance academically [194, p. 96-113].

Emotions of a child are the behavior to achieve social, emotional and academic adjustment [194, p. 96-113]. Many definitions defined readiness as achievement at a certain level of academic and social skills [162, p. 643-666]. A very different view sees readiness as a matter of understanding the concept and its interpretation. The researches approach three main points about the importance of the definition and understanding of it. The fact that readiness is influenced by the

kindergarten teacher's understanding of readiness for first grade, understanding of the term by the school and understanding of the interaction among all the relevant people [120, p. 151-176]. Many researchers, who used a technique of examining the positions behind parents and educators and positions about readiness, indicated academic readiness as a set of skills, a toolbox of specific academic skills and the knowledge that is needed for learning (counting, knowing colors, letters and so forth) [78, p. 213-227]. This toolbox includes social and emotional skills as an inseparable part of the skills such as being able to control behavior, being independent, being able to cooperate at lessons with children and adults and being able to concentrate and listen. These capabilities are considered essential in predicting success and adjustment at school [140, p. 4-16].

There are researchers who make differences between the genders, regarding maturity or adjustment to school and their level of readiness for learning. One study that examined this correlation discovered that the emotional adjustment of boys was higher than that of girls [155, p. 73-79].

The differences between genders are examined in dimensions of social, academic and behavior adjustment. They yielded two important things that indicated significant differences in adjustment. The adjustment of girls was more positive and good than of boys in the same age group. Girls' readiness was higher than that of boys in the fields of social and emotional readiness, self-confidence, and their sense of independence is stronger than that of boys [73].

In some researches, there were found differences among populations, according to the socio-economic background and ethnic origin, parents' level of income and home environment. There is a correlation between the level of readiness and income. For lower income populations, it is a requisite to answer special needs [101]. There were also differences in social, academic, behavior, cognitive aspects and the need for intervention to ensure success or reduce gaps among groups [27, p. 1505-1516]. G.J. Duncan conducted six studies to check the connection between school readiness and later achievement in elementary school. They present three key elements of school readiness: school-entry academics, attention, socio-emotional skills, and later, school reading and math achievement.

The authors ensured that most of their regression models' control for cognitive and socio-emotional skills, and a host of measures related to family background was measured prior to school entry. According to these studies, the greatest predictive power, followed by reading and attention to social skills is socio-emotional behavior. Patterns of association were similar for boys and girls. It was non-gender differences, which was similar for children from both high and low socio-economic backgrounds. A number of studies found that social skills deficiency has been more often documented in boys than in girls. Compared with girls, boys are more likely to be suspended and

expelled at every grade level, drop out of school, exhibit problems of behavior and have lower education levels [79, p. 228-245]. Research also indicates that girls have stronger learning-related skills and more adaptive classroom behavior than boys. One recent study found that girls had significantly stronger levels of self-regulation in kindergarten than boys did, and there were greater numbers of boys scoring at the lowest levels on self-regulation over the school year compared to girls [154a].

T. Averill defined the term ‘emotional creativity’ that includes four main criteria: novelty, effectiveness, authenticity and preparedness. Children with high emotional creativity benefit from high levels of mental capacity, creativity, artistic talent and leadership ability, or they are considerably superior in a specific academic field compared to their counterparts [94]. P. Sharifi and M, Ghodrati indicated that when considering emotional creativity, there is a significant difference between female and male. However, M. Sabri, M. Alborzi and M. Bahrami demonstrated that there is no significant difference between male’s and female’s emotional intelligence and emotional creativity. Hossien found a significant difference between male and female: The male had higher levels of effectiveness and authenticity, and the female had higher levels of emotional creativity.

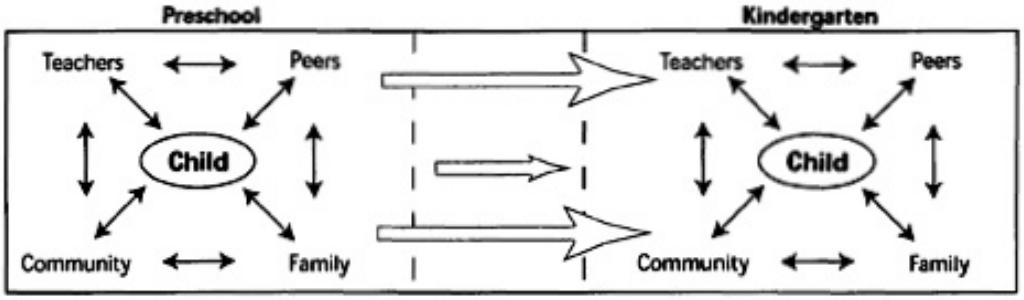
The issue of readiness and the way of assessing it and its implications for the learning program is at the center of public and professional discussions. One approach claims that readiness has to do with chronological age and the child's level of development. The issue of maturity depends on the family, the community and the environment.

There are different approaches regarding the process of child’s readiness to school. One of it is the natural/ecological developmental approach. This approach emphasizes the dependency between different stages of development and transition. It says that the child goes naturally from one stage to the next. The sequence is constructed according to previous assignments and demands, and the emphasis is on the hierarchy of knowledge and skills. Simple learning leads to a more complicated learning [12; 93]. This approach was common in the 1950s and 1960s, when the term ‘developmental readiness’ was coined. According to developmental readiness, a child can succeed in learning only when he reaches a certain developmental stage that is needed for this learning. This approach presents readiness as an inner process of biological maturity. It relies on a genetic regulation that is determined according to a fixed timetable. This view reflects the belief that the child's development leads him to acquire a series of cognitive, language, social and motor skills he needs at school [106]. Therefore, the issue of readiness is a matter of time and age and maturity of the nervous system, so one just has to wait for the suitable stage of development; therefore, we let the child reach the desired maturity level before introducing him to formal studies at school [82].

This school of thought exists today and it is based on Gesell's theory. According to this view, it is accepted to postpone the child's introduction to school by staying another year in kindergarten. Meanwhile, his natural maturity will reach a level where he will be able to confront the assignments of formal education [87, p. 276-280]. This approach is similar to that of the nativists/idealists with their emphasis on the individual and his maturity. They define readiness at school when they are capable of self-control and the ability to follow instructions. The environment does not have a major influence and age is the most significant factor. C. Pamela states the assumption is that the influence of society and environment is minimal and marginal [142].

Table 1. 2. The Ecological and Dynamic Model of Transition

The Ecological and Dynamic Model of Transition



Sources: Pamela, C. High. School readiness. Pediatrics, 2008, vol. 121(4)

Within an ecological model of transition, children's readiness for school depends on relationships between the key players in their transition to school rather than on a specific skill proper for the child. The Children's skill level may be important, but it is not the main or sole determinant of their successful transition to school and successful progress through school.

This model create strategies to facilitate children's transition to school and aims at respectful relationships between the home, their intended school and preschool services they receive (specific needs of indigenous children, children with disabilities, children from disadvantaged backgrounds and children from culturally and linguistically identified backgrounds). The ecological model offers direction on strategies to engage children, families, schools and pre-school settings and the community. In addition, it increases the ability of the staff in pre-school settings and schools to facilitate young children's transition to school by the ways it builds relationships and should be invited to participate in developing a Transition to School Statement. In addition, encourage a Transition to School Statement for children from disadvantaged backgrounds and should support planning for an individualized transition to school [114, p. 14-18].

The ecological model of transition to school in which children's readiness for school depends on how relationships form between key players rather than on the development of a specific skill proper to child. Drawing on the base of best evidence synthesis, policies, processes and activities for young children's transition to school should be established in order to create opportunities for children to raise questions, concerns and suggestions about their life in school. An ecological perspective of development posits how well individuals adapt to change their external context depends as contextual, as well as personal characteristics [152, p.490-507]. With transition to formal schooling, significant change occurs in children's cognitive, internal development and external environment. Reflecting these changes, the first two years of elementary school have been characterized as a critical period in early development. Going to first grade means graduating from a typically warm, child-centered kindergarten to a classroom environment that imposes considerably more rigid social and instructional requirements. For many children, it is the first time they are expected to focus on academics for the entire day. Moreover, relative to kindergarten, first grade classroom activities demand a greater level of independence, self-control and attention. In this way, the first-grade transition represents a rite of passage with striking implications for future educational attainment [3, p.760-822].

U. Bronfenbrenner's theory on social ecology of human development proposes that social domains for it can be represented by a set of nested structures organized into five systems: micro system, mezzo system, ecosystem, and microsystem and Chrono system. At the microsystem level, the family was found as the most proximal and fundamental system influencing human development [9]. As such, family structure or patterns and quality of interactions within families, is expected to be a particularly powerful influence on child development. A family environment plays a prominent role in nurturing children's skills prior to school entry and has significant influence on children's adjustment to various aspects of the school environment. Parents have been described as children's first teachers. Specifically, parental involvements at home, school and by the level of their education, parents bring to these interactions, enhancing academic outcomes. Through home activities such as reading, teaching (letters and numbers), parents can introduce children to fundamental literacy and mathematics skills [147, p.41-53]. Aspects of the parent-child relationship, in particular maternal sensitivity during parent-child play interactions are especially strong predictors of a child's academic competence in kindergarten and first grade, even after accounting for factors such as maternal education. In addition, a number of familial risk factors for school maladjustment have been identified, including low socio-economic status, single-parent family status, ethnic minority status, psychological problems, substance use, legal problems, marital discord and a lack of social support [174].

This approach also creates opportunities for families to be involved in shaping their child's transition to school and motivating them to learn more about their children in kindergarten and elementary school. It gives them direction to developing strong strategies and forming partnerships for a seamless transition to school. This engagement should begin in the year before a child begins school and continue once a child starts school. It requires flexible models of service delivery in the preparatory and early years of schooling to acknowledge each child's needs and qualities.

Kindergarten teachers express their awareness of first grade as a potentially stressful change for young students [108, p. 63-78]. During a stressful transition, certain attributes may signal who is likely to have difficulty adapting to the new context and who may have subsequent problems [71, p.114-183]. In addition, how the teacher organizes and structures the learning environment may be associated with how well young children adapt to school. As children progress through the early years of their education, the consequences for poor performance climb, with stable achievement trajectories emerging by second or third grade [3, p. 760-822].

Another approach regarding the process of child's readiness to school is the environmental approach. This approach, the empiricist/environmentalist, emerged as a response to the criticism of the natural, developmental approach, which did not deal with the ways, which can enhance and urge natural maturity, issues that are central in the cognitive developmental psychology [193, p. 148-172]. This approach emphasizes the process of learning and claims that it is influenced by organizational, structural and institutional factors, as well as by individual differences among children. It focuses on support, accompaniment and mediation of an adult figure and on the experience that is dependent on environmental elements [83, p. 1-5]. It is based on the need of educational interference to help the child's overcomes difficulties, his confronts, slow development or other limitations. Adjusted education and early diagnosis would reduce gaps among children and enable or increase the prospect of success at school [178, p. 646-659].

This approach has wide support in the research, which states that one can shape behavior and enhance learning and processes by the environment through an adjusted interaction while considering personal differences. Mediation and enrichment have significant influence on learning [132, p. 50-59]. Readiness is a function of teaching quality and environment. If there is congruence between the child and the environment, he will reach readiness faster. Therefore, there is room for interference to enhance and accelerate learning processes.

The development of mental functions is based mainly on social and cultural interactions. However, the development of mental functions connected to the learning process is a product of the interaction of individual and significant figures in their environment. This is the most important component in a person's development throughout his lifetime [191]. This approach claims that one

can develop readiness at the beginning of school. One has to direct the children prior to entering school to identify those who have difficulties in the critical years before entering school and may require special attention [99, p. 184-188]. The environmental approach says that readiness relates to environmental conditions. One of the basic assumptions is that education provides an opportunity for development and learning, and it accelerates cognitive development. Many programs have been developed based on this approach. Readiness is determined by what the child knows: colors, shapes, letters, numbers and concepts that are an outcome of what the child has learned [128, p. 39-66]. In this view, therefore, age is not highly influential in relation to readiness. In order for the child to be ready, one must invest in enriching his world through school, family, quality time, structure and planning learning processes [15, p. 271-274].

The constructivist approach is based on social constructivist model, which rejects the empiricist model and views readiness from a social and cultural perspective, focused on community, culture, values and expectations [142, p. 1008-1015].

The theory of constructivism, whose source lies in the verb "to construct», is a learning theory dealing with the way in which people learn and the process in which they learn to acquire and process of knowledge [80]. Constructivism is a type of umbrella's term that unites modern learning approaches. Developed at the end of the 18th century by the philosopher Giambattista Viko, constructivists believe that humans could understand only an item or knowledge that they constructed by themselves. The first who clearly implemented this theory to a class were J. Dewey and J. Piaget. Later the ideas of L. Vygotzky and other theoreticians were added regarding the ways of representation [192]. In the approach of L. Vygotsky's theory, the emphasis on acquiring readiness is not an assignment of the educator, but rather it centers in the child and his interaction with the environment. The child is perceived as an active participant and constructs his knowledge and capability actively, while the adult is only the mediator, the helper [76]. L. Vygotsky claimed that mental development is based on social interaction, believing that it is the most important component in person's development during his life. He says that human beings developed tools to create an adjusted infrastructure for educational activity. Learning takes place in a dialog whether the child is active or passive, and the environment should be adjusted to the changing needs and differences among children. The scientist believed that a person's consciousness is built from the outside through relationships with others, and that high mental functioning is an outcome of good mediation action using varied tools and creative methods [7, p. 10-16]. This is the background for the Development Appropriate Practice (DAP) approach, which was published for the first time in the United States in 1987 [184]. It integrates L. Vygotsky's theory with theories of the development of knowledge through the child's activity. The child is perceived as an active and initiating

personality. There is emphasized the meaning of language and explained the positive correlation between linguistic development and elevating academic achievements. Language is a tool for developing thinking and a significant component for coping with difficulties of adjustment in first grade [146].

According to this theory, learning is not passive. The pupil's contributions are no less than those of the teacher are in a process. Learning is executed by way of structuring the knowledge and taking responsibility for it during activity. The process of learning is not an independent process in which the learner structures his personal knowledge by turning information into knowledge through personal experience. The learner builds new understandings, new knowledge and new conceptions by himself. Learning capacities develop in parallel with cognition, and every stage is based on the stage, which preceded it [184].

The interactional relational approach deals with the correlation of models. Readiness for school is done in accordance with the child, environment, society and community. The positive continuous interaction predicts educational success, mutual connection and quality of adjustments. The age is important, but everyone is responsible and there is need to accelerate the child's development by environment, community and adjustment between development and environmental interaction, learning and mediation [172; 128, p. 39-66]. This approach integrates biological maturity and experience in helping readiness. The educator's role is to be a mediator, one who has to identify and allocate weaknesses and deal with them accordingly, while considering biological and developmental elements [10,p.1-34]. A child lives and develops himself such as family, environment, learning institutions and personal characteristics in numerous contexts. At the same time, there is a lack of research that examines the importance of the community and the cooperation between the participants and its influence on the child is functioning in the end. The existing researches deal only with the first, or maybe, the second year of school.

By exposure in the work, the process of readiness for elementary school we cannot miss the analyzing of biological, congenital and acquires of environment. There are disputes regarding the readiness as a biological, congenital or acquired process and consequence of reaction and interaction between the child and the environment.

A research that examined the family instability, its connection to the level of school readiness and its influence on 5 year olds, emphasized that readiness is like the inheritance of personal qualities, including physiological and psychological characteristics that appear in an earlier stage of children's life. Accordingly, the criteria distinguishing the temperament are inherited personal traits from early childhood and form the basis for personal qualities later on. The primary

assumption is that early development is mostly affected by biological and physiological factors [206, p. 103-113].

A supported mutual interaction exists between the environment and development of personality qualities. Therefore, it is not only the environment that significantly influences the redemption of these tendencies, but the qualities also influence the environment. Qualities may, and are expected to change over time. They differ in their belief that the continuity of inherited qualities lasts along the whole development. In the time of childhood, life experience may change personal inherited tendencies [32, p. 1239-1249].

The main discussion of readiness and adjustment as the central focus of development are based on different connections and the child's contact with environment in all layers. Also, the longitudinal research explored the connection between family instability and its influence on children' adjustment and readiness to elementary school, academic readiness and academic achievements. The result is that family's instability and low socio-economic status is specifically connected to adjustment and maturity for school and sometimes it is expressed in low achievements [89, p. 631-664].

Furthermore, normal family's behavior and stability increase the chances of building a social, behavioral and psychological network to reinforce the child emotionally, socially and academically [138, p. 980-984]. Parents and family are considered connectors between personality dimensions and environmental dimensions. Family stability and economic welfare are important components in childhood and directly influence the child's adjustment to school and his achievements. The importance of the family unit holds a significant place in cognitive, social and behavioral development level. It could be predicted that the supportive family net influences not only at an early age, but all throughout a child's life [43; 89, p. 631-664; 121] - "skill begets skill" [24, p. 2110-2122; 86, p. 44-61].

In recent years, the concept of readiness has grown beyond academic readiness. That is academic achievements and reading skills. In a wider sense, readiness includes physical health, social and emotional adjustment, a certain level of language and general knowledge [55]. Readiness for learning is more than achieving academic goals. It includes a whole complex of skills in different fields and achievements at a certain level of social, emotional and health development [92, p. 13250-13254; 103, p. 10155-10162]. Social and emotional inability interrupts the child's adjustment to school life [78, p. 213-227].

The social changes upon school entry are significant and influence the child's adjustment [70, p. 67-76]. It has a direct influence on constructing positive attitudes to school [101]. However, the child may still acquire social and emotional maturity only when he is developmentally mature

[68]. Social adjustment is important as a predictor of adjustment to school, especially in the first years [22, p. 78-82; 185; 189, p. 204-209]. Increasingly, there is an understanding that the child has to acquire a certain level of social maturity and skills before entering school [127]. Some researchers listed social and emotional characteristics that are the infrastructure for social skills. It is as a guide for child in his relationships with others, both adults and children at school [127]. These characteristics are independence and the ability to cope without parents. The lack of independence and overdependence on the parents, or difficulties in separating from them impedes adjustment and integration in school life [78, p. 213-227]. There is also an emphasis on positive mood and the ability to initiate and develop relationships with others. If the child cooperates, has friends, has a sense and feeling of belonging to the group, is not lonely, approaches and interacts with others positively, communicates, expresses negative feelings without aggression or without hurting himself or others and expresses interest, it means that he is ready for entering school. In addition, it is preferable that the child has positive self-esteem [127] and has the ability to adjust to social changes [202, p. 51-68]. Here we also add self versus others, self-conceptualization, academic and physical capability, independence and positive attitude to school, as well as social acceptance and social skills. Low self-esteem and lack of initiation and independence leads to difficulties in adjustment and sometimes leads to failure and inability to communicate with others, which in turn leads to negative attitudes towards school [104]. Lack of self-esteem, lack of independence and over dependency leads to a failure in social adjustment at school [22, p. 78-82; 189, p. 204-209].

Researchers acknowledge the importance of esteem by the educational environment: "I am as others perceive me." This esteem of others is an indicator for self-perception and for shaping social identity. It influences the child’s personality and his own self-esteem [101; 133]. Devoted to the investigation of the relationship between first-grade self-concepts and actual correlates that co-develop their adjustment to school the child's self-concept significantly correlates to a positive emotional attitude to school, social acceptance by peers and the significant of adult in the new environment and learning success. There is strong correlation between the first-grader’s general self-esteem and his competency with security and positive communication [185].

In the process of social adjustment, teachers play an important role. The child is exposed to changes during this period, and the teacher is the main figure in shaping the child's social identity. The teacher's attitude and appreciation also determines the child's status, his self-esteem and others' appreciation of him [70, p. 67-78]. The teacher’s role in shaping the set of social relations determines a large extent, the child's perception of the social experience. The teacher actually becomes the mediator in building social relationships among the children and can build group dynamics of a supporting social group [158].

Social adjustment as learned adaptive behaviors enable people to interact with others, express positive responses and also avoid inappropriate behaviors. The teacher-child relationship plays a significant role in facilitating social skill development. Numerous studies found that teacher-child warm relationships are associated with high levels of cooperation, social competence and learning-related skills in early childhood and elementary school. The ratio of teachers to children in the classroom also relates to children's social skills [156, p.377-394]. The classroom environment can also facilitate the development of social skills. For young children, teachers can create opportunities for children to practice and generalize social skills through classroom interactions. Teachers divided required skills into five categories: cooperation, appropriate speech, responsibility, empathy and continence [94]. A social skill as the main symptom of mental health is one of the topics of interest and is significant [201, p. 35-50]. In addition, school is important in cultivating values, facilitating social flexibility and in meeting the needs and the path of children' development. Some children are more sensitive to social experiences and other less [163]. The school system must place a high value on understanding their needs and their appreciation to build an educational climate that is based on mutual appreciation [106]. The mediator between the child and environment is a significant factor — a source of trust and confidence and a space for a social experience that motivates the child to learn [49]. There is a need in helping to construct a relationship between the child and the institution, and friendships among the children to give them a sense of confidence and belonging [201, p. 35-50; 138, p. 980-984]. Teachers expressed the importance of listening in lessons and ability to sit quietly and concentrate [127]. Some researchers expressed criticism of the list because occasionally, when the child confronts difficult situations or a difficult time that influences his mood, he may be labeled in such a way as to hurt his self-image, although this perception is formed when he is in a difficult situation [127].

Many children have had social difficulties in first grade and teachers reported a lack of confidence and less activity among children who were previously very active and independent [28, p. 51-66]. In spite of the above, the importance of social and emotional components, the main reference of readiness remains as learning adjustment. Researchers warn the problematic nature of the term "adjustment" as academic readiness, as if the social and the emotional aspects are less important. Denying these aspects may hurt performance in kindergarten [195, p. 351-375]. An exaggerated emphasis on the learning program and achievement orientation in kindergarten might make the kindergarten a place for preparing the child for school while at the same time ignoring emotional and social needs. School programs have a powerful place, pushing the kindergarten programs aside and lowering the value of the kindergarten as enhancing the social and emotional aspects by elevating the academic program. Working on readiness for school from academic aspect

only damages and endangers the quality of performance the programs for infancy [62, p. 274]. C. Webster-Stratton and J. Reid indicate the importance and significance of social and emotional adjustment. A major part of the research emphasized the importance of cultivating emotional and social readiness and the fact that maturity, or lack of it, comes before cognitive readiness [57, p. 171-189].

Social skills, conceptualized as interpersonal skills, along with the ability to perform competently in social situations, independently and responsibly, are required for positive interactions, cooperation and sharing, which are important for acceptance and social adjustment throughout childhood and school life [121]. There is strong evidence that learning-related skills predict academic achievement in kindergarten and throughout elementary school [122, p. 471-490]. Interpersonal skills have been linked primarily to children's social development; learning-related skills relate to doing well in classroom settings and academic success. Social skills include interpersonal skills and learning-related skills are important for academic success and social well-being from early childhood. The preschool period from ages 3 to 6 is a crucial time for acquisition of social skills [173]. Research also examined the positive role that parents play in the development of their children's skills. Parental warmth and sensitivity have emerged as two of the most salient predictors of children's social development [133]. The quality of parent-child attachment relationship also predicts children's social skills: Secure attachment highlights the importance of the child's behavior, including reactivity and responsiveness [31, p. 324-339]. Parents who are warm and sensitive and set appropriate limits for children are more likely to have children with strong interpersonal and learning-related skills [79, p. 228-245].

The research suggests that a combination of child, parent, and environmental factors influences the development and promotion of social skills, interpersonal skills and learning-related skills at a young age. Therefore, it is essential for a high level of involvement to promote effectively positive social skills development. Positive relations with parents, family and environment are one way to ensure strong social and academic skills [112, p. 144-161]. The transition to school is an important process in the development of the child, as he faces new tasks not previously experienced. Tasks that require greater independence and adaptability, the ability to cope with the new environment, so this transition requires a child to be equipped with a range of skills and a certain level of adjustment related to social maturity as well as intellectual and emotional maturity.

Academic, cognitive and intellectual adjustment is most influential for successful in the school. It includes curiosity and motivation for learning. Therefore, curious children will integrate faster in the school environment. The cognitive field is well documented in the research literature in relation to readiness as a predictor of success at school [63, p. 20-26]. The cognitive index is present

in much of the research, which found it contributes tremendously to the prediction of academic achievements in first grade. The researchers did a list of skills and knowledge with which the child attends in kindergarten [75, p. 273-241; 105, p. 397-420; 171, p. 1-21]. They speak about linguistic knowledge as a significant predictor and phonological organization as predicting readiness for first grade because the major part of learning in first grade is acquiring basic language skills such as reading and writing. The issue of language refers to vocabulary and deciphering and identifying letters, which children learn in kindergarten. At this age the child acquires language and literacy skills, a precondition to readiness for school, learns the basics of formally language, and therefore needs a basic knowledge in phonology, letters, vocabulary and other linguistic skills. Research shows there is a strong correlation between linguistic skills and readiness for school [1, p. 55-76; 6, p. 489-516; 36, p. 25-38; 169, p. 24-60; 118, p. 27-53].

With all empirical approbation about the importance of adjustment and readiness, kindergarten still give many attention and efforts to developing linguistic/cognitive skills and knowledge to prepare the child to formal study. Nevertheless, emotional and social skills usually get little attention in spite of their importance because the ability to regulate emotional and social skills is very important and valuable for positive process of adjustment to academic framework [81, p. 3-19]. Cognitive maturity is easy to measure because there are clear tests connected to the curriculum. Emotional and social adjustment is more complex in some ways, but there is a need for more precision, since many factors comprise emotional and social maturity, including the ability to socialize, taking responsibility and linguistic ability, coping with difficulties, independence and the willingness to accept tasks, balanced social relations in which the child is a partner and an equal group.

In the Republic of Moldova the issue of children' adjustment to primary school has been approached by a number of researchers: A. Bolboceanu, S. Cemortan, Cuzneţov L., L. Mocanu, V. Pascari Vrancean M., G. Chirică (207, 208, 209, 210, 211, 212, 213, 214). The investigations refers to school's maturity and immaturity, the children' education in the family and school, the development of language, communication, creativity at preschool, conditions for school adjustment of children with SEN, socialization and socio-affective development of children, the training of skills for learning for children of 6-8 years old, the theory and methodology of artistic education of children, preparing and training of teachers for primary education.

The analyzed studies of targeted authors mention that at the age of 6-7 years significantly is increased the possibility of the child's intellectual activity. The development of thinking operations through practical actions directly ensures the internalization of these operations, while enhancing the transition from preoperative thinking to concrete-intuitive thinking. At this age is gradually

developed the certain elements of causal thinking, the activity of knowledge is deepened. There appear simple logic elements of thinking oriented to systematization and generalization of phenomena and events, the ability to operationalize with generalized and schematic picture. However, this period covered psychological deformations, which are distinguished by underdevelopment, which demonstrate that these processes are in forming and not fully meet regulatory function in the independent activity of the child. Their manifestation is possible in cooperation with the teacher. In addition, at the age of 6-7 years begins a new formation, a new level of regulation of the child's activity. It is the conscious organization of work, based on a structured plan. These psychological characteristics of 6-8 years old children influence the learning skills of training in the context of continuity's process. Therefore, the compliance by teachers of specific psychological development of 6-8 years old children is one of the factors for achieving continuity between preschool and primary school institution in learning skills training.

The research shows that 6-7 years old children often substitute the task of learning with practical task, valorizing the achievement of the activity. Therefore, at this age an important role has the instruction to accomplish the task. There is mentioned that for a child of 6-7 years old the requirement to execute a task by applying a particular process is a new and unusual situation. For a child matters the result, but he is less concerned about how to act. Most times when a child is asked how he achieved a concrete task, he is unable to describe the operational approach. Therefore, it is important to teach the child to make a distinction between learning tasks, operational procedures and purpose.

Because at the age of 6-8 years old a practical action is an indispensable part of effective knowledge, the act of learning will gain a vivid character, attractive and engaging by applying technological strategies, active-participative methods, stimulating active participation of children. In this category are included: the solving of problem, modeling, algorithm, exercise, game, which show the activism of children.

The active-participatory assimilation of operational procedures for solving practical tasks, the awareness of cognitive training procedures condition for children the action planning competence and self personal activity. In this regard, the researchers argue that the power to plan own activities represent for a child a distinguishing characteristic of intelligence.

Approaching the problem of school maturity, experts state that a child can be considered suitable for work or mature for first year school classes if he has reached the optimal stage of bio-psychosocial development appropriate for his age and manages to scale knowledge prescribed in the syllabus. Therefore, the ability, the school maturity is the expression of a child's development phase. It marks that level of development (physical, psycho, social behavior), to which the activity

of institutionalization can contribute to further development of personality. This level is placed between 5 and 7 years and is based on the principle of psychological development in close unity with the biological and social principle. So is justify the new model of early child's schooling, which involved not only the chronological, but also the health, socio-cultural conditions, the potential level of somato-psychic development and the possibility leveling some lacking features through preventive action and valuing the outstanding ones.

The concept of "preparation" ("mature") designates the whole exchange made by the psychiatric processes which opening the way for new acquisitions. The mental and physical development of a child must attain a certain degree of maturity that he can benefit from school learning. Otherwise, the learning process becomes ineffective or, in cases of overloading, immature of child becomes even harmful. This does not mean, of course, that the mental development of children, the rhythm of this development cannot be accelerated or slowed. The pupils do not take advantage, however, only when are found, in terms of their development, at least at the stage immediately preceding the period covered by their intellectual training. For this reason, the schooling at 6 years old and the desire to prevent failures since the small schooling age make necessary the medical and psychological examination of children at their entrance to first class. This exam of identification degree is required because of school maturity mismatches between chronological age - the classic criterion of schooling - and the psychological (mental, ax, emotional, etc.) development of children.

The process of verification the needed training for framing a child in school is important in preventing the school failure. If the level of child's development is not in according with school's needs, he will likely repeat the class or one of the following classes. On the other hand, today's fully proven that the level of development of different psychic functions can be alleviated to some extent by correct organized activity, especially at children with temporary mental delay, to those without of educational influence appropriate within the family or those with lower mental efficiency as a result of trauma or emotional shortcomings. The checking of mental development and the volume of knowledge will allow the detection and systematic practice of functions lagging behind the development of skills, assimilation of new, shares necessary notions for understanding and purchasing a whole field of school know ledges.

The acquiring of know ledges and skills stipulated for Class 1 requires a certain level of physical and intellectual development able to provide the minimum conditions of the school success. It is not so the amount of information available to the child, how the fundamental tools and formed sensor motor mechanisms, allowing the concrete data assimilation and verbal that is offered at lessons.

In this context, there is mention that school success in complex matrix of factors that intellectuals share is quite significant, approximately 50% of school performance is attributed to intelligence. But remains no less an important place the non-intellectual factors of personality , such as interest, emotional and character's features and the conditions for organizing the school's activity, the teaching methods etc.

The preparing of children for schoolwork - in terms of physical maturity - also implies other aspects involved in learning materials provided in class 1, especially reading, the writing and mathematics. In addition, children will be enrolled in first class are very different not only as individual tempo of growth and development, but also according to chronological age.

1.3. The age of school enrollment – experiences and trends

There is great interest throughout the literature about identifying the proper age for starting school. Most of the researchers refer to the influence of age on academic achievements [18; 39; 47, p. 43-62; 80; 88; 113, p. 319-328; 124; 1-29]. The age has a big effect in relation between readiness for learning and entering school. The reasons are vary from personal characteristics of genetic heritage and the importance of stages 'development of the child up to environment and family data, including familial support and dedication.

In part, the age is considered important but not decisive or dominant feature for readiness or adjustment [155, p. 73-79]. The quality of education at home, familial support, quality of interaction and climate at home, parents' education, the relationship between children and adults and mediation between children and adults aspects for readiness [24, p. 2110-2112]. Enrichment activities of the educational environment at home with learning materials and a variety of learning aids provide support, experimentation and enrichment of the physical home environment. Some researchers consider the home environment the strongest element. They compare children from varied backgrounds, when the effect of age is more significant and stronger than any other factor among children with low socio-economic status, from weak environments or underprivileged populations [88; 203, p. 1-9].

While age is an important and strong variable, there are stronger factors that predict academic success such as educational interference, which contributes to cognitive capability [41], preparing the child with an enrichment program and improving reading and writing skills [32, p. 1239-1249]. T. Elder and D.H. Lubotsky concluded that genetics is the most important and its influence is broader and stronger than other components. The difference between pupils stems from genetic factors, not environmental, familial or cultural.

Many researchers adopted the point of view toward the influence of age and genetic element on achievements and level of readiness functioning, mainly in first and second grade [26, p. 62-68]. Other researchers emphasized that the difference was smaller in lower grades and in kindergarten [33, p. 93-94]. Researchers, which examined the effect of age in lower grades, found a gap in academic functioning related to literacy, expression, arithmetic and all other skills. This gap narrows in older school age children and even disappears in the higher grades [33, p. 93-94].

R.E. Black in his researches on effects of the starting age for school examines children who delay enrollment. The results in this research strongly support the positive effect of age when the child starts school. Older children possess the necessity of cognitive, social, linguistic or physical maturity to better perform. The delayed entry may help their adjustment level [47, p. 43-62]. Furthermore, the “oldest” in the class may have more social and emotional skills through greater self-confidence and capabilities [49].

The range of ages that children start school, "the age of reason" is a stage of development in early childhood that is unique and sensitive developmental stage. It is considered the time from pre-school and kindergarten to elementary school. The child leaves the small, warm and secure framework and moves to a larger framework where he faces different challenges and expectations academically, socially and behaviorally. During this stage, the child attains a level of maturity and acquires the necessary basic skills to allow him arrive at a level of physical, emotional, social and academic adjustment appropriate for the formal school setting.

Multiple thinking abilities are developed at this age and a set of neurobiological changes occur as the memory system and the ability to understand more complex developed processes. Such as expanding language and vocabulary enrichment, expanding the range of concentration (one-dimensional thinking branches into multidimensional thinking), the transfer into logical concrete thinking, broadening the ability to face problems, problem-solving ability, delaying gratification, considering others, taking responsibility, obeying rules, having discipline and communicating with others.

This stage is critical, quick and dynamic, considered as a process built on cultural, psychological and social characteristics. What is special during this time is that at the beginning of the child's way in school, there are psycho-pedagogic conditions; the child needs to be prepared for and adjust to the new environment that is different from his time in kindergarten. With the complexity of the needed abilities to succeed at school, the child is vulnerable to deprivations, anxieties and hard feelings. Yet, he remains sensitive to external intervention, support, encouragement and enforcement. Therefore, suitable and adjusted educational intervention is required. It needs to be significant and constructive. In addition, the child needs positive mutual

activity with significant adults such as parents and teachers to develop self-esteem, "me" powers, personal consistency and his own sense of control. The quality of the preparation of children to elementary school has long -term effects in the child's life [149].

Starting school represents a significant moment for children and their families. It is a time of change that is both challenging and exciting. A growing body of research widely acknowledges the importance of the transition to school, which may be associated with anxiety, uncertainty and confusion.

In Israel, as in a number of countries around the world, children begin first grade at six years old. J. Suggate identified that in 33 countries the age for entering school is six years old. The age differs from one country to another according to the learning program, the school and the environment.

It is assumed that children in Israel by entering in first grade have attained the level of physical, emotional, social, sensory-motor and cognitive maturity to enable them to begin their formal studies at school. The educational system in Israel invests significant resources for identifying those children who are predicted to fail due to immaturity as early as possible. Many of these children remain an additional year in kindergarten to give them time to reach the necessary level of emotional, social and cognitive maturity expected at school.

The school year in Israel starts on September 1, and the deadline is December 21. There is a correlation between the age of starting school, readiness and learning as a product of natural maturity.

Table 1.3. The age of school enrollment (in years) in 56 countries

School entry age (in years)	Number of Countries
4	1
5	3
6	33
7	19

The source: Sally P. Literature Review: Transition from Early Childhood Education to School. Report to the Ministry of Education. 2010.

The research is based on young children from around the world, of about six years old, who were all younger than their classmates were. Nearly all the scientific approaches and research indicate that children can be ready for formal learning at about age six. So the young children in this research are younger compared with other children from the world.

The influence of age is more significant in low socio-economic developed families. According to this opinion, the level of readiness is low and the influence of age increases according to the family's status, income and parents' education, along with poor language skills, emotional and social difficulties [47, p. 43-62; 111; 175, p. 39-60].

One of argument in favor to keep younger children in kindergarten for one more year and postpone their entry to school is that such postponement would be beneficial to these children in term of social, emotional, physical and cognitive adjustment, as well as for knowledge, mastery of language and literacy. Younger children are less ready than older ones, and this lack might lead to failure or have long-range implications [18; 39; 47, p. 43-62; 76; 113, p. 319-328; 124, p. 1-29].

In Israel, there is no formal mechanism that deals with letting a child stay for another year in kindergarten (or in any grade at school). All the same, letting a child remain another year in kindergarten is different from school. Having him, stay in kindergarten has to do with the prediction of his future functioning due to a lack of maturity in academic, social, emotional and physical aspects for first grade, whereas at school, the decision relies on the child's actual successes in class. Until 2010, such a decision was in the hands of the parents, along with a recommendation of the kindergarten teacher or the psychologist. After 2010, the authority and the institution are responsible for this decision, but in fact, until today this decision is in the hands of the parents. This phenomenon of letting a child stay for another year is more common among Hebrew-speaking children than among Arabic-speaking children. The scope of the phenomenon is about 17% among Hebrew-speaking children versus 7% of Arabic-speaking children. The assumption is that many Arabic-speaking children start studying at a younger age. The present research emphasized this point and supports the keeping of a child in kindergarten for one more year as a good thing for his future. Therefore, the research justifies the need to consider this option along with other opportunities in order to help reaching a more accurate decision about this issue.

In Israel, school is a separate system from kindergarten, not only as an organization but also as a physical and geographical separate entity. The transition program is the responsibility of school. There are not many meetings between these two institutions and there is no structured formal transition program. There is the law of compulsory education (1949), which determines that the state is responsible for providing compulsory education to every child in Israel from the age of 3 and up to 17 years old in a recognized educational institution and that the parents of the child must send their child to a recognized educational institution. The goal of the law is to provide equal opportunity of education to all children of the country without an economic, ethnic or background discrimination.

In the author's opinion, during the transition process, the key role lies to identifying pedagogical conditions of children' adjustment to primary school. We specify that in specialized literature the term „condition" designate a fact, a circumstances on which depends the emergence of a phenomenon or influencing the course of an action. In psychology, the term „condition" usually is presented in the context of human psychological development. Pedagogues and psychologists occupy a similar position toward „condition" as a set of natural, social, domestic and foreign variable influences, which contribute to the physical, mental and moral development of personality. Hence, the term „condition" can be presented as a category that reflects pedagogical and psychological factors leading up pedagogical adjustment process. On the other hand, in our view, starting from those reported in this chapter, more dimensions ensure optimal pedagogical conditions of children adjustment to primary school on which we will focus in our research (Figure 1.1.).

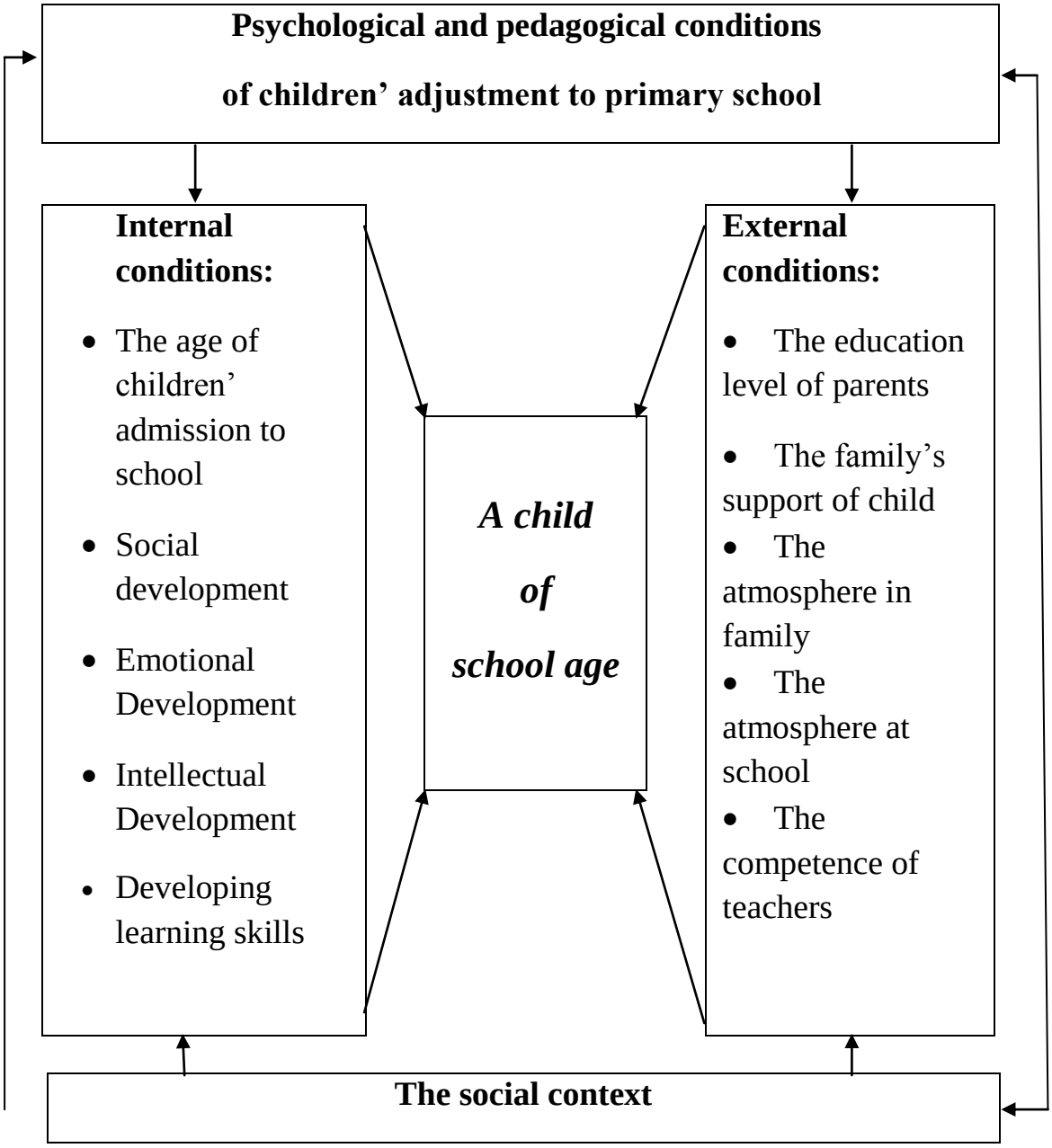


Fig. 1. The psycho pedagogical conditions of children' adjustment to primary school.

The age of admission of children to school involves dividing children in the same class into two groups: older children who were born in the first triad of the year (January, February, March) and young children who were born the last triad of the year (October, November, December);

Emotional development refers to emotional stability, mood, external appearance, honesty, acceptance of the child by the teacher.

Social development reflects sociability, aggressiveness, leadership qualities, activism, energy and independence of child.

Intellectual development refers to the degree of development of cognitive, psychological processes.

Learning skills reflect perseverance, concentration, perception, ambition, interest and self-confidence of the child.

The education level of parents involves dividing them into groups with higher levels of education, midl and lower.

Family and school atmosphere reflects the overall circumstances, psycho-emotional and moral atmosphere where the child is within the family and the school.

The teachers competence refers to communication skills and relationship between the child and the family.

From the diagram, we can deduce what may constitute the key indicators for a successful transition from kindergarten to elementary school. The literature presents different meanings and definitions for a successful transition, but there is agreement that a positive experience and organized beginning provide a high indication of a positive attitude towards school. Great interest, especially in the quality of education is a multidimensional variable that encompasses the physical environment, the academic content and the training of the educational team in addition to the relationship between child and teacher and the child's self. The dominant conditions for a successful transition are readiness and maturity in the broad sense that encompasses social and emotional adjustment and learning ability. We can conclude that the "correct age" for starting school is not merely a casual fact but the opposite, a most significant variable at a fundamental threshold in the child's life.

1.4. CONCLUSIONS TO CHAPTER 1

1. The current research deals with the transition from kindergarten to elementary school, and investigates the psycho-pedagogical conditions for child's adjustment to school in the broader sense, including social, emotional, motor and academic maturity and readiness. The conditions of adjustment are all important. They influence one another and elevate academic success and the child's self-assessment and his social and emotional adjustment. The central issue of the present research is the readiness of children who were born in the last third of the year (October, November, and December). The research examines until what extent younger children differ from the normative functioning necessary for success at school versus children born in the first third of the year (January, February, and March). The focus is on the influence of chronological age on maturity in a wide and comprehensive sense. The central assumption is that younger children in their class may be too young for formal learning. Therefore, they need more attention and educational interference to help them to integrate and go through this critical period of starting to learn at school. The research pays special attention to the teacher, the parents and the educational institution.

2**.** The research allocates the psycho-pedagogical conditions that predict success in first grade. In this research, the effect of age may be a significant factor, but the central assumption is that younger children may be too young for formal learning, and they need more attention and educational interference to help them integrate and go through this critical period of starting to learn at school. The research examines the psycho-pedagogical conditions broadly and thoroughly. Recent research focuses on the cognitive aspect of academic achievements, but in recent years more attention has been directed to the emotional, social and physical aspects.

3. There are disagreements between the process of readiness for school and the factors that influence and predict adjustment. The researches present many variables toward this task, which change their self among different groups, communities, schools, locations and families. The author divides these approaches in three main groups. First group claiming that biological maturity is the predictor, while the second group says that acquired skills, knowledge and environmental conditions are more influential in creating readiness. The third group considers that integrate biological maturity with learning and experiencing as predicting readiness and adjustment stay at the basis of children adjustment for school.

There are different indicators for adjustment. The first are the individual, biological and psychological aspects, along with capabilities and skills. The child is ready for learning when he is equipped with the essential skills for learning. The second is the environment and the quality of interaction and mediation at school with homeroom teachers as meaningful figures for the children.

4. The age of entering to school has a direct and critical influence on learning. This approach acknowledges the weight of age and biological maturity together with the environment. As well, the month of birth is an indicator, predicts the level of academic results, and may even determine the status of children at school. Readiness is considered a social-cultural concept. Assessment of readiness is for the sake of classification that considers characteristics of biological maturity, age, experience, quality of mediation, the family and the social-cultural environment of the child. Although many factors contribute to readiness, the chronological age is the strongest and most influential on skills. Maturity is an outcome of developmental stages, regardless of experience or interaction with the family and society, but these variables do not have a sufficient influence. Only after a certain age, children are ready and mature enough to learn at school.

2. THE IDENTIFICATION OF CONDITIONS OF KINDERGARTEN CHILDREN'S ADJUSTMENT TO PRIMARY SCHOOL

2.1. The design of investigation's process

The scientifically literary review presented in the previous chapter indicates that readiness for study of young children is a common problem and there are different opinions about chronological developmental age or environmentally acquired age. Various studies indicate the age as a variable that holds a prominent place in the discussion and the research on the subject of readiness for school.

The phenomenon of insufficient maturity of preschool children starting first grade is very common in Israel. It may be caused by different factors. A lack forms a functional gap between children in the same class.

The author of these PhD theses has proposed to check the connection between the variable of the age at which the child starts school and formal study at school, by making a practical study. The research is focus on checking the variable age as the factor that influences the level of social, emotional and academic readiness. It was made by using the technique of comparison between younger children and older children in the same class. The comparison was made between those children who were born in the first third of the year (January, February, March) and those who were born in the last third of the year (October, November, December). The experimental group comprised the younger scholars; the control group comprised the older scholars.

The main claim of the research is the level of readiness for school of older scholars. Their emotional, social and academic readiness is higher than the readiness of their younger classmates.

By providing the practical study, the author stated the following hypotheses:

1. There are a positive correlation between the age of the child and his social adjustment, learning ability and emotional readiness for elementary school. Older children in class show a higher level of readiness than younger children.
2. There is a significant positive difference between the experimental group and the control group referring to the level of social, learning ability and emotional readiness.
3. There is a positive correlation between the level of readiness of girls and boys in the same group (experimental group and the control group).
4. There is a difference at the level of readiness between children from different family situations. The child's readiness improves as the family status rises.

Data Analysis:

All the statistical data was entered into Excel software, which was then transferred for analysis using SPSS computer software. Correlations were run to determine the relationships between age groups. Statistical analyses were prepared for frequency in distribution, averages (compared means) and standard deviation to test the dimensions of the scattered center of data.

The Research Questions:

1. First Research Question: Does the age of entering school have a significant and relevant influence on child's readiness and adjustment to elementary school?

2. Second Research Question: Is there a functional gap between the younger children and the older children in the same class?

3. Third Research Question: Is there a difference in readiness for learning between genders of the same age?

4. Forth Research Question: Is a difference in readiness level for elementary school connected to family status?

The research adopted a mixed quantitative and qualitative methodology to expose as many aspects of the learning process as is possible. Considering most aspects of adjustment**,** the methods of collecting data were by questionnaire the teachers (Appendix 1) and interviews with parents (Appendix 2).

In addition, there were two groups:

Experiment group: Younger children in the class, born in last third of the year

Control group: Older children in the class, born in the first third of the year

The study uses a comparison between Experiment and Control groups. The quantitative part of the test and the qualitative part are done through indirect assessment of educators who have been asked to sort the children according to the criteria of age.

Table 2.1. Children's groups

1	2	3	4	5	6	7	8	9	10	11	12
Control Group			***Comparison between the two groups***						Experiment Group		
Older children									Younger children		

The table indicates the age range of the children based on the month of the year to show both the Control group (older) and Experiment group (younger) children. This table is designed to make it easier for teachers when filling out the questionnaires of quantitative part that check the adjustment level in social, emotion and learning ability for children in the class. Together with the teacher, the author rating the children in two category by age, first category is for younger and the other for older children from the same class.

The research objects consist of kindergarten children from the Arab sector. 276 children from 31 preschool kindergarten classes participated in the research. The criterion for choosing students was their date of birth. The pupils were divided into two groups: Experiment and Control — younger and older — either the first third of the year or the last third of the year.

The author selects the children in a balanced way, not only by criteria of months when the children were born, but also by gender criteria - boys and girls (Younger children 170, older children 106, Male 166, Female 110).

The study compared the Experiment and Control groups. The quantitative part of the study test and the qualitative part were done through indirect assessment of educators being asked to sort the children according to the criteria of age and younger children's parents.

The process: After the approval by the Chief Scientist and the Kindergarten Supervision Department of Israel's Ministry of Education, the kindergarten teachers received an explanation about the research and the scale used for it. The research was executed and results were obtained based on factors that were studied and recruited for this cause. Indirect observation was not used for all factors. The observation in the research is not a direct observation of the children but indirectly by homeroom teachers, who observed the children in different and diverse group, in individual activities and situations, in structured and open tasks, in easy and difficult tasks. They witnessed the interaction between the children and between children and adults. The connection between them and children is direct during many daily hours.

The kindergarten teachers agreed to participate and be part of the research. The kindergarten teachers completed the questionnaires and evaluated each selected child in their class. The questionnaire was filled out only after parents' consent, after the goals of the research were clarified and after assuring the parents that the information would be confidential and used only for research, without using the children's names or any other identifying details. The kindergarten teachers, who received the questionnaire and evaluated the children, were the regular teachers in the kindergarten not substitute teachers. The questionnaire was given to kindergarten teachers assumed that the children's achievements in first grade might be predicted before they enter school, based on the kindergarten teacher's evaluation about their readiness and the age index of the child. The

kindergarten teachers were asked to choose from a list of two groups, according to the criterion of age. The children were then classified into the two aforementioned groups: Experiment and Control

Kindergarten selection was made randomly from the northern district of Israel's Arab sector. However, the kindergartens were located in a generally concentrated area, so there were similarities in family and socio-economic status. The research goal and its importance were explained to the kindergarten teachers to enlighten them about the investigation aimed at predicting the level of readiness of kindergarten children for elementary school.

The author made personal visits to each kindergarten and with the teacher's cooperation, chose the kindergarten children, who were suitable for the research and classified them in the appropriate groups, Experiment and Control. Since the research subject is in the researcher's work area, the map of the children's ages and their adjustment as shown in the Research tools results were discussed and generally observed, making it easier for the teacher to understand the findings.

The stage of recruiting the teachers required special organization to interest them in the research, which was possible because the author's work area is a professional and practical area of interest. Since the author is the teachers' guide, it was interesting to summarize the results of the tool they completed with them to provide a clearer, better and sometimes surprising, picture of their kindergarten's results.

After completing the questionnaire, a total evaluation was made with a discussion about the issue of early entrance to school. Here, the kindergarten teacher expressed her personal opinion about the evaluation of the child's chances to succeed at school and about the maturity level of the younger children (Experiment group).

Table 2.2. Children's name key

Younger children in the class						Older children in the class					
1	2	3	4	5	6	7	8	9	10	11	12

The table is designed to help teachers to fill in one form for all children, so the author used key names for each child. A part of the questionnaire refers to older children and the second part refers to young children .This table is designed to words of one questionnaire instead of a large number of copy's. The questionnaire will fill up to 12 children. The teacher gives a response in accordance with the table number key when every child received a number of tables.

Table 2.3. Date of birth

Date of birth												
Name key												
No.	1	2	3	4	5	6	7	8	9	10	11	12

The questionnaire was designed as a form to help the teacher to complete it easy for all selected children. For this purpose, the researcher devised the children's name key system (Table 2.2) and the names and birthdates key (Table 2.3) to ensure confidentiality without using the children's names or other identifying details. This was very useful and made it easier for the teachers, when referring to the scale.

As mentioned, this key describes all the selected children for evaluation and was used to help teachers to recognize the children in the questionnaire. The children were chosen according to the date of birth. Each profile and each child was given a number and the teacher uses the table when filling out the questionnaire.

The following items were checked in the research:

1. The level of children's adjustment to school — younger children (Experiment group) compared to the older children (Control group) in the class. The goal was to see if there are differences between the groups regarding social readiness, emotional readiness and academic readiness.
2. The correlation between the child's age by month of birth and level of emotional readiness.
3. The correlation between the child's age by month of birth and level of social readiness.
4. The correlation between the child's age by month of birth and level of academic readiness.
5. The correlation between the level of readiness in three dimensions — emotional, social and academic — and the family status, socio-economic status and parents' education level.
6. The correlation between the levels of readiness in three dimensions comparing between the genders in the same age group.
7. The comparison is done in all aspects of readiness and adjustment in the first part of the research between the Experiment group and the Control group.

A scale for assessing children' adjustment in kindergarten and in school, according to the kindergarten teacher - adjustment is assessed in three dimensions: A. Academic, this is the adjustment to learning assignments. B. Social - the child's interaction with other children and adults. C. Emotional - behavior that reflects the child's emotional adjustment. The scale consists of three fields. Each field consists of six items (18 items totally). Each category has a scale of five grades

and there is a statement that describes a pattern of behavior that is characteristic of the child in each grade. The assessment refers to various fields of behavior rather than a specific activity.

List of fields and items

A. Adjustment to learning	C. Emotional adjustment	B. Social adjustment
1. Perception	1. Discipline	1. Aggressiveness
2. Interest	2. External appearance	2. Social ability
3. Concentration	3. Honesty	3. Leadership
4. Ambition	4. Mental balance	4. Energy and activity
5. Perseverance	5. Mood	5. Independence
6. Self-confidence	6. Acceptance by the teacher	6. Scapegoat

The assessment in the scale is based on the report of the kindergarten teacher, who has daily contact with the children in situations and activities. The teacher's report consist of personal opinion and recommendation about the academic framework suitable for each child in the follow academic year, either entering to first grade with integration hours or staying an additional year in preschool kindergarten.

Reliability of the Scale

Two tests were conducted about the reliability of the scale: A. Consistent reliability through Cronbach Alpha (α) and B. Reliability test retest.

Table 2.4. Coefficients of internal consistency (α) of the kindergarten teachers according to subscales (N=387)

Scale	**α**
Adjustment to learning assignments	.77
Emotional adjustment	.66
Social adjustment	.69
The entire scale	.88

The term "adjustment" is perceived as a flexible and changing dimension that is influenced educationally by the spirit of the institution's educational and social frameworks. It concerns the evaluation of the child's functioning within the institutional system and the institution in which he studies. Behavior considered to be adjustment is anchored in the values of the society in which the assessed pupil belongs and according to expectations derived from how the student functions. Accordingly, evaluation of adjustment is based on the assessment of the evaluating educator. It is considered highly subjective. Therefore, directions are minimized as much as possible to reduce the

subjective base in the term of evaluation by choosing the tool that contains clear, literal statements that are appropriate for each institution.

The tool allows a comprehensive picture of the child's functioning as a pupil in the educational framework, as expressed in three dimensions:

a. The learning cognitive dimension refers to evaluation in the level of study tasks and study achievements.

b. The social dimension refers to the interaction of the child with their age and interaction of the child with adults in his environment.

c. The emotional dimension reflects the emotional world of the scholar.

The tool is very effective for presenting a clear multidimensional picture for evaluation of the adjustment grade in accordance with the spirit of the research, its questions and targets. The tool proved its efficiency in various academic institutions, which were used for evaluation to identify children whose chances of success in first grade was in question and to intervene at an earlier stage to suit the scholar's needs at all levels.

Scholars' achievements in first grade may be predicted based on the kindergarten teacher's evaluation of the readiness and age index of the child. In most studies, kindergarten teacher and educators were found to be effective analysts. Their evaluation had direct implications on both work and educational practice. These are educators who see the child in individual and group activities and in different situations, with structured assignments and with formal and informal assignments. As this evaluation considers different aspects of the student's personality, these educators are more aware than any other professional at the chances of success is. Their acquaintance and daily contact with the children for long hours every day made them the best evaluators, one who know the child better than any other person in the child’s environment.

The tool saved time and gave the educators an acceptable first impression about the planned evaluation time for completing the questionnaire for several scholars. The name key also helped the educators to save time in completing the questionnaire. The evaluation of readiness was based on the nominal definition. A picture of the level of maturity and of social and emotional development was received via the questionnaire. As much as possible, the sample was taken from a stable family situation (in the normal range) and any exceptional family situations were removed to neutralize the environment variable.

General questionnaire for each individual child:

The questionnaire was given to preschool kindergarten teachers. They completed the general questionnaire for each child. The questionnaire contained six items to check three adjustment indexes: academic, social and emotional.

Six items contain three dimensions:

1. Academic maturity index: language skills, arithmetic skills, general success in learning in school.
2. Indexes of social integration in school.
3. Indexes of emotional maturity and self-control appropriate during this period of childhood.

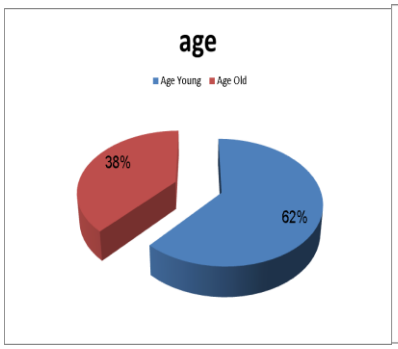
One item refers the kindergarten teacher's personal recommendation according to the child's suitable future study framework for the following year of study. That is, either advancing to first grade with the recommendation to receive integration hours or to stay an additional year in preschool kindergarten.

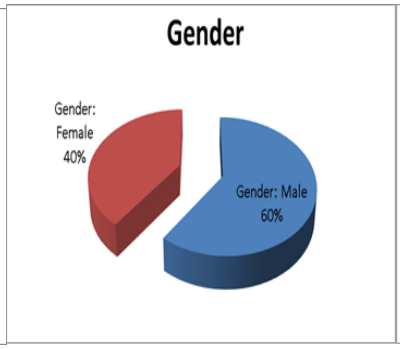
Statistical frequency and description of the current study:

Below are the results of the description of variables, as well as the correlation and differences between the variables. They are presented in three parts.

Table 2.5. Frequency statistics

Variable	Values	Count (N=276)	%
Age:	Younger	170	61.6%
	Older	106	38.4%
Gender:	Male	166	60.1%
	Female	110	39.9%
Parents' education:	Without education	68	24.6%
	Secondary	143	51.8%
	Academic	65	23.6%





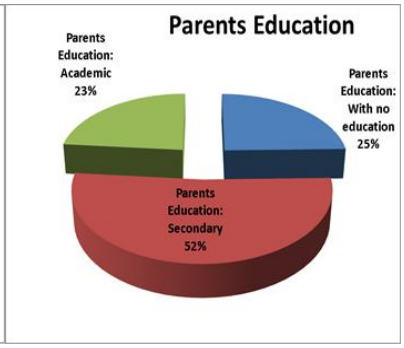


Fig. 2.1. Details statistics: age, gender and parents' education

Socio-demographic: the above tables present the socio-demographics dates of the study population. According to the dates from Table 2.5, we see the distribution of age, older children was 61.6% (170) compared to 38.4% of younger (106) one. There were 60.1% (166) males and 39.9% (110) females. The distribution of parents' education was 24.6% (68) non-academic, 51.8% (143) secondary (high school) and (65) 23.6% academic. We can see that the sample population is diverse and includes all relevant components according to research objectives. In the Table 10 we can see the diversity of the study population, which helps that the results of the study would include a comparison as it, is possible, respectively performed by age, gender and marital status in order to achieve the most accurate results.

The Parents' Interview. There were conducted twenty interviews of parents in our research. The families were chosen randomly from the same area of the quantitative sample, the Arab sector in Israel's northern district. The sample was based on the recommendation of the kindergarten teacher. The parents who participated in the sample were selected on the criteria of their perceived cooperation according to the teacher and considered the following criteria:

-Those that may cooperate and agree to be interviewed.

-Those who may be interested in expressing their opinion on the subject.

-Those that had a younger child, born in the last third of the year and entered school in the previous two years.

The parents of the younger children in class answered questions about their opinions related to the experience of starting school when the child is relatively young. Each child was evaluated separately from the list of children in each kindergarten. Every young child was selected and the teachers completed more structured and comprehensive questionnaires, if advancing him to first grade, keeping in kindergarten or transferring to special parental and educational staff attention.

With the recommendation of the kindergarten teachers, the parents of the younger children were chosen to share with the author their experience as parents, when their relatively young child takes his first steps in school. The socio-economic status of the parents was from medium to high. There was no case of an exceptional family that had problems. The interviews were by appointment. The author arrived at the parents' home; in some cases, interviews took place in an informal study institution. In these cases, the parents met with the author at the appointed time. The researcher clarified the research subject, its goals and the purpose of the interview. The parents had received an explanation about the anonymity of the research. All information was for research goal only and was not used in any other way. Parents were identified to a considerable extent with the

research and sometimes expressed their opinion in detail. In some cases, parents took the opportunity to express themselves about the most painful aspects of the experience.

The research tools for parents constituted of parents' interview from two parts: an open part and a structured part. The parents' questionnaire examined the chronological data and dealt with the age of the child. The collected data was used in accordance with the research goals. Several parts from two previous tools were taken and adjusted to the research goals. The research used "A" scale of evaluation the children' adjustment in kindergarten and school".

A questionnaire for parents (with young children) was written and used according to the research goals. Parts from two previous tools were adopted, and adjusted to the research goals. We took under consideration four selected temperaments: emotional, active, sociable and impulsive (EASI) proposed by G. Buss and R. Plomin. Emotionality and sociability appear in one form or another in all lists of personality and are well represented in personality questionnaires.

The open part contained five items that generally referred to and summarized the parents' positions, and the difficulties and challenges they have with their child as a younger child in the class. The parents recounted their experience about their child's starting school as a relatively young child in his class.

1. One item that describes the experience of starting school early.
2. One item that describes the parents' position and personal opinion about age as a significant and important component of maturity.
3. One item that checks the parents' position about an additional year in kindergarten as a solution to starting school early.
4. One item of recommendation for other parents who have children who were born at the end of the year.

The structured part included 23 items that referred to three dimensions of adjustment and readiness, according to the nominal definition of the research.

<u>Cognitive function</u>

1. The success level by grades
2. Persistence in independently learning tasks
3. Level of performing home tasks; speed of learning tasks
4. Level of attention and concentration
5. Expresses a will regarding the importance of playing more than learning
6. Motor function, quality of copying and writing

<u>Motivation and persistence</u>

1. Motivation to perform learning tasks

2. Motivation to go to school
3. Satisfaction of school
4. Love of school

Behavioral function and ability

1. Ability to follow behavioral rules
2. Ability to delay gratification
3. Ability to face difficulties

Emotional function

1. Level of self-confidence
2. Tends to be shy
3. Feels of equal in class
4. Expresses the need for constant reinforcement

Social function

1. Tends to be among people all the time
2. Develops normal relationships with adults
3. Develops and initiates friendships with children of his age
4. Prefers being with others than by himself
5. Largely depends on adults

The parents' questionnaire was checked at the following levels:

1. The parents' positions about their child who starting school at a relatively young age and started his formal study.
2. The parents' evaluation regarding multidimensional evaluation of academic, emotional and social readiness of their young children who started school early.
3. How the age is significant to maturity and readiness to study in school at first grade?
4. How much the parents see an additional year in school as a solution to the problem of starting school early?
5. The recommendations expressed by parents from personal experience.

2.2. The quantitative and qualitative analyses of experimental results

2.2.1. The quantitative analyses of experimental results

According to the research hypotheses we expected to found a significant difference between two groups: experiment group of younger children from class, who were born in the last third of the year and the control group - the older children of class, in order to highlight the significant of age

during the children' entering school process. As a hypothesis there were expected that a significant difference will be found in the readiness and adjustment level between older and younger children. Older are more socially, emotionally and academically mature than their younger classmate.

Table 2.6. Descriptive statistics

Variable	M	SD	α
Emotional development	2.93	1.406	0.941
Social development	3.36	1.165	0.905
Learning ability	4.80	0.303	0.692

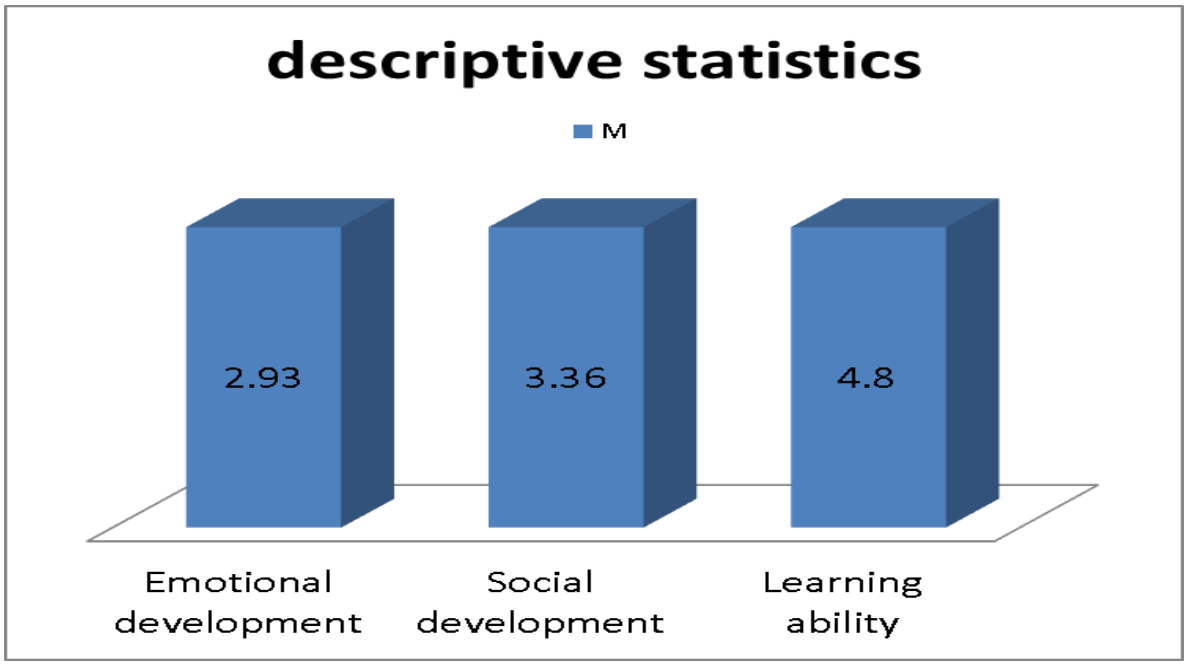


Fig. 2.2. School adjustment by emotional, social and learning abilities

According to the findings in Table 2.7, we see that the average of emotional development was 2.93, with a standard deviation of 1.406, a reliability level of 0.941. The variable of social development received an average of 3.36, with a standard deviation of 1.165, a reliability level of 0.905. Learning ability received an average of 4.80, with a standard deviation of 0.303 with a level of reliability of 0.692.

First, we hypothesized that there is a positive, significant correlation between emotional development and social development. Similarly, there is a positive, significant correlation between emotional development and learning ability and there is positive, significant correlation between social development and learning ability of all children.

Table 2.7. Correlations between emotional development, social development and learning ability of all children

	Variable	1	2	3
1	Emotional development	-		
2	Social development	.901**	-	
3	Learning ability	0.033	.130*	-

*p<.05, **p<0.01

In order to examine the correlations between emotional development, social development and learning ability of all children, we performed a Pearson' correlation between the variables.

The results indicate that emotional development is positively and significantly correlated to child's social development (r=0.901, p<0.01**). Social development is positively and significantly correlated to child learning (r=0.130, p<0.05*). However, there is no significant correlation between emotional development and learning ability (r=0.033).

The following part examines the hypothesis that there is a difference in emotional development, social development and learning ability among children with parents of different educational levels.

Table 2. 8. Analysis of variance (F) of parent's education among children, regarding emotional development, social development and learning ability

Variable	Parent's Education						F(2,273)
	Low education (n=68)		Non-academic (n=143)		Academic (n=65)		
	M	SD	M	SD	M	SD	
Emotional development	2.75	1.238	2.78	1.456	3.36	1.392	4.060*
Social development	3.25	1.225	3.38	1.201	3.44	1.019	0.491
Learning ability	4.80	0.306	4.83	0.307	4.75	0.287	1.333

*p<.05, **p<0.01

The data shows that there is a significant statistical difference between parents (with academic education, parents with secondary education and those without education) and their

child's emotional development (F (2, 273) = 4.060, $p<0.05$*). Children are more developed emotionally if their parents are more educated. Similarly, the above data indicates that there is a significant statistical difference between parents with academic education, parents with secondary education and those without education and their children's social development (F(2, 273)= 0.491, *n.s*). However, the above data, indicates that there is no significant statistical difference between parents with academic education, parents with secondary education and without education and their children is learning ability (F (2, 273) = 1.333, *n.s.*).

Differences – t-tests: Age differences

It was hypothesized that there is a significant statistical difference between older and younger children of the same class in their emotional, learning and social development.

Table 2.9. Age differences in emotional, learning and social development

Variable	Age Younger (n=170)		Older (n=106)		t(274)
	M	SD	M	SD	
Emotional development	1.87	0.482	4.64	0.226	-55.30**
Social development	2.55	0.654	4.66	0.275	-31.65**
Learning ability	4.78	0.318	4.84	0.275	-1.500

*p<.05, **p<0.01

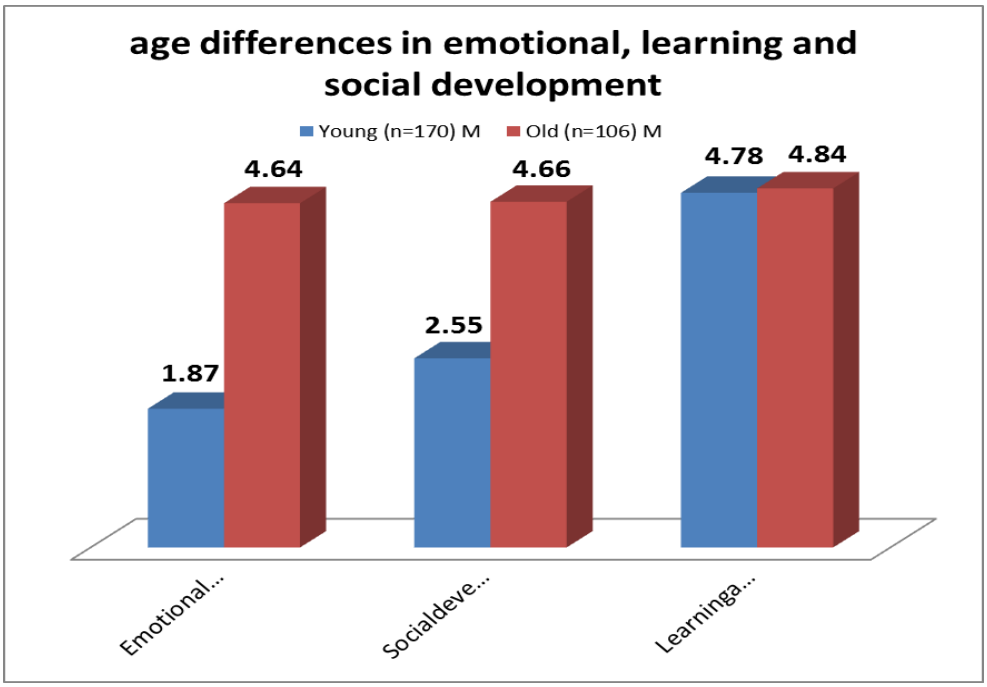


Fig. 2.3. School adjustment levels

It was hypothesized that there should be a significant statistical difference between younger and older children in emotional, learning and social development of all ages.

A t-test was performed, as presented above in order to examine the hypothesis.

The data shows that there is a significant statistical age difference in emotional development [t (274) =-55.30, p<0.01**], so older children (*M*=4.64, SD=0.226) are more developed emotionally compared to younger children (*M*=1.87, SD=0.482) in the same class.

Similarly, the data shows that there are significant statistical age differences in their social development [t (274) =-31.65, p<0.01**], so older children (*M*=4.66, SD=0.275) socially compared are more developed than younger children (*M*=2.55, S=0.654) from the same class. However, the data shows that there are no significant statistical age differences in their learning ability [t (274) =-1.500]. A comparison between three components of adjustment to the elementary school show a positive correlation between the age variable and readiness. We can see the difference in age that prominently appear as the results of highlight the significant differences in the level of social and emotional adjustment between two groups of study, a control group and an experimental group of tests which mean that old children are more developed than younger in class.

Gender differences

Table 2.10. Gender differences in emotional, learning and social development in all ages

Gender	t(274)

Variable	Male (n=166)		Female (n=110)		
	M	SD	M	SD	
Emotional development	3.17	1.385	2.57	1.364	3.553**
Social development	3.41	1.235	3.28	1.050	0.892
Learning ability	4.75	0.325	4.88	0.248	-3.573**

*p<.05, **p<0.01

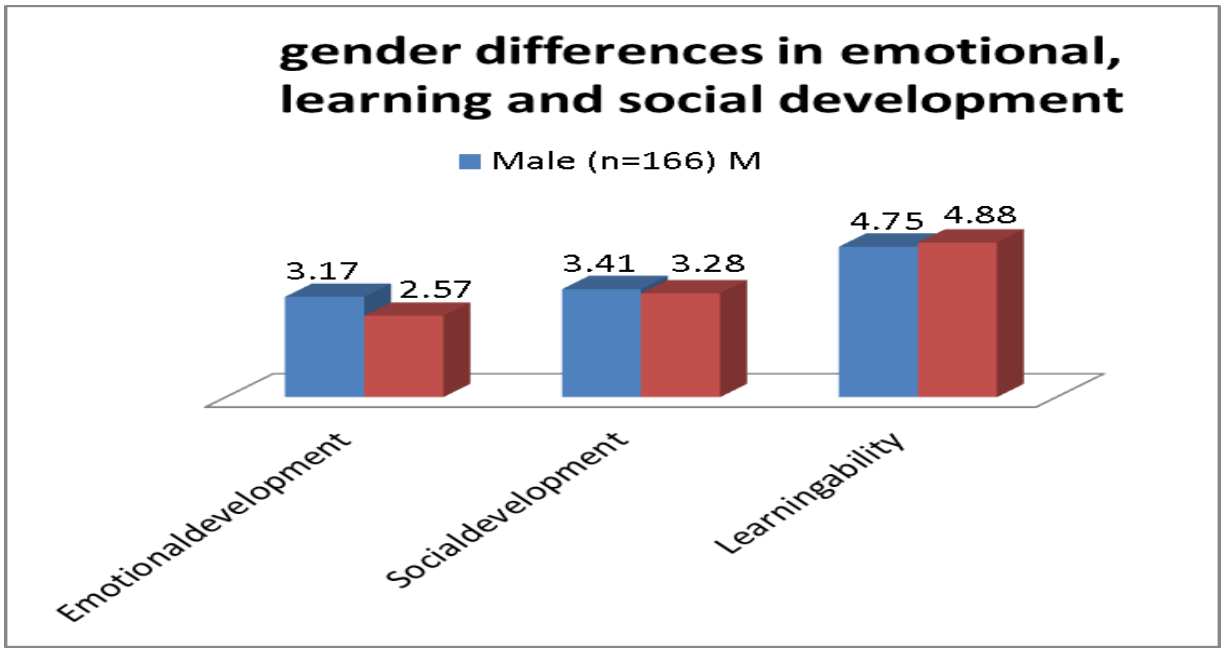


Fig. 2.4. Gender and school adjustment among old and young children

It was hypothesized that there should be a significant statistical difference between girls and boys in emotional, learning and social development at all ages. A t-test was performed, as presented above, to examine the hypothesis. The data shows that there are significant statistical gender differences in emotional development [t (274) =3.553, p<0.01**]. So males (*M*=3.17, SD=1.385) are more developed emotionally compared to females (*M*=2.57, SD=1.364).

Similarly, the data shows that there are significant statistical gender differences in learning ability [t (274) =-3.573, p<0.01**], so females (*M*=4.88, SD=0.248) are more developed in their learning ability compared to males (*M*=4.75, S=0.325). However, the data indicates that there are no significant statistical gender differences in their social development [t (274) = 0.892].

Gender differences among younger children:

It was hypothesized that there is significant statistical difference between girls and boys in emotional, learning and social development among younger children.

Table 2.11. Gender differences in emotional, learning and social development among younger children

Variable	Gender Male (n=96)		Female (n=74)		t(168)
	M	SD	M	SD	
Emotional development	2.06	0.553	1.63	0.197	6.273**
Social development	2.53	0.843	2.57	0.253	-0.393
Learning ability	4.74	0.338	4.84	0.281	-2.089*

*p<.05, **p<0.01

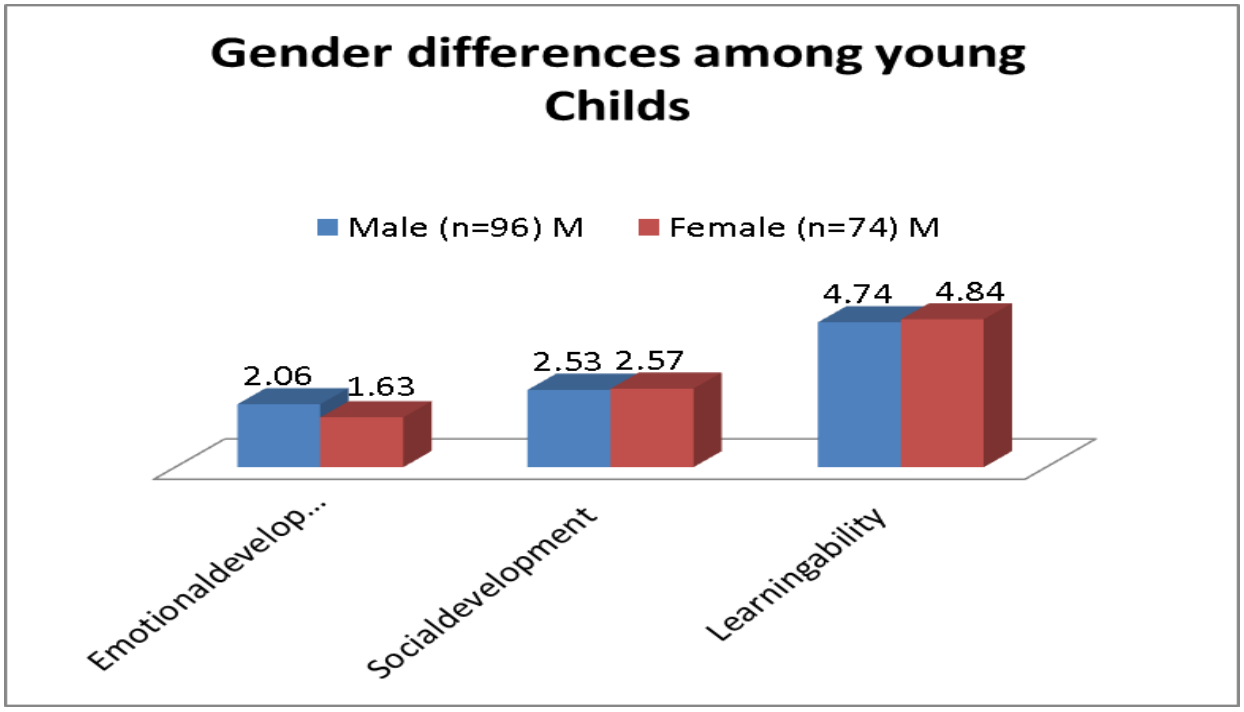


Fig. 2.5. Gender and School Adjustment among young children

A t-test was performed, as presented above, to examine the hypothesis.

The data shows that there is a significant statistical gender difference in emotional development [t (168) =6.273, p<0.01**] among young children, so males (*M*=2.06, SD=0.553) are

more developed emotionally in comparison with females (*M*=1.63, SD=0.197). Similarly, the data shows that there are significant statistical gender differences in learning ability [t (168) =-2.089, p<0.05*] among young children, so females (*M*=4.84, SD=0.281) are more developed in their learning ability compared to males (*M*=4.74, SD=0.338).

However, the data shows no significant statistical gender differences in social development among younger children [t (168) =-0.393]. We may suppose that children who are at the latent phase would rather focus on their interest of cognitive matters, while social matters would be left to the later phase of adolescence.

Gender differences among older children

It was hypothesized that there is a significant statistical difference between girls and boys in emotional, learning and social development among older children.

Table 2.12. Gender differences in emotional, learning and social development among older children

Variable	Gender Male (n=70)		Female (n=36)		t(104)
	M	SD	M	SD	
Emotional development	4.70	.220	4.50	.169	4.886**
Social development	4.62	.325	4.75	.085	-2.372*
Learning ability	4.77	.306	4.97	.125	-3.730**

*p<.05, **p<0.01

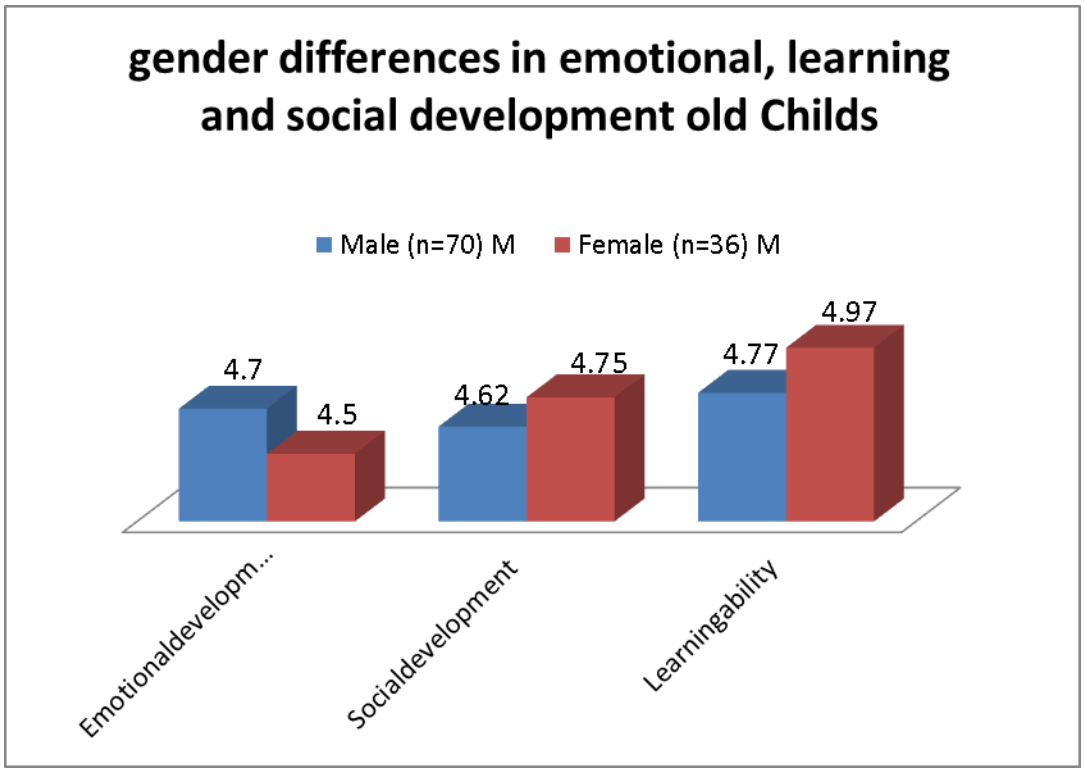


Fig. 2.6. Gender and School Adjustment among old children

The data shows significant statistical gender differences in emotional development [t (104) =4.886, p<0.01**] among older children, so males (*M*=4.70, SD=0.220) are more developed emotionally compared to females (*M*=4.50, SD=0.169).

Similarly, the data shows significant statistical gender differences in social development [t (104) =-2.372, p<0.05*] among older children. So males (*M*=4.62, SD=0.325) are more developed socially compared to females (*M*=4.75, SD=0.085). Moreover, the data shows significant statistical gender differences in learning ability [t (104) =3.730, p<0.01**] among older children, so females (*M*=4.97, SD=0.125) are more developed in their learning ability compared to males (*M*=4.77, SD=0.306).

Table 2.13. Age differences in emotional development

	Age				
Emotional development	Younger (n=170)		Older (n=106)		t(274)
	M	SD	M	SD	
Discipline	1.82	0.833	4.83	0.377	-35.032**
External appearance	1.62	0.770	4.34	0.476	-32.705**

Honesty	1.76	0.981	4.15	1.225	-17.837**
Mental balance	2.09	1.008	4.66	0.755	-22.613**
Mood	2.56	1.082	4.83	0.377	-20.775**
Accepted by the teacher	1.38	0.897	5.00	0.000	-41.573**

*p<.05, **p<0.01

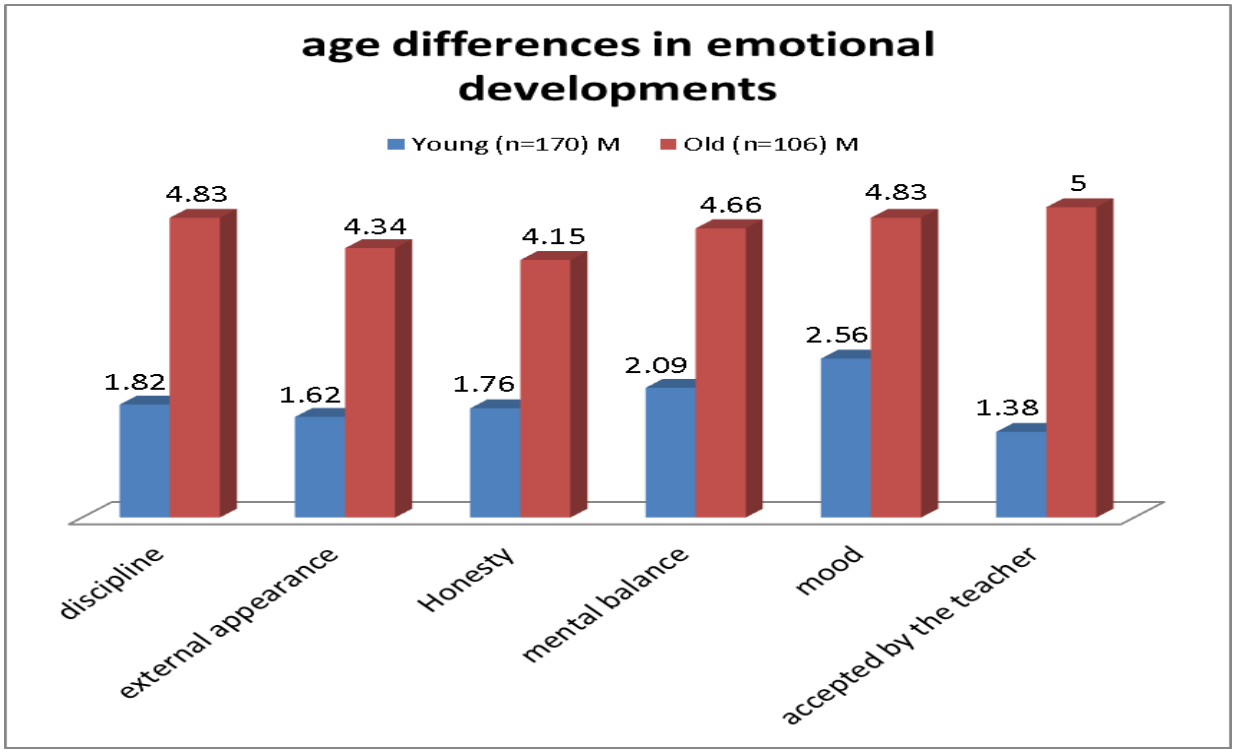


Fig. 2.7. Different level of emotional development

The data shows that there are significant statistical age differences between older and younger children in all emotional factors related to their emotional development. We noted that older are more disciplined, have a better external appearance are more honest and mentally balanced. Furthermore, they are more accepted by the teacher. A t-test was performed, as presented above, to examine the hypothesis, that there should be a significant statistical difference between younger children and older. The data shows there is significant statistical age difference in all emotional development factors. So, in Discipline [t (274) =-35.032**] older children (*M*=4.83, SD=0.377) are in high discipline in comparison with younger children (*M*=1.82, SD=0.833). The similarly in External appearance [t (274) =-32.705**] older children have more in this factor (*M*=4.34, SD=0.476), while younger (*M*=1.62, SD=0.770). In honesty older are (*M*=4.15, SD=1.225) younger children are (*M*=1.76, SD=0.981); in mental balance older are (*M*=4.66,

SD=0.755), than younger are (*M*=2.09, SD=1.008). The same with older children mood which are (*M*=4.83, SD=0.377) than younger are (*M*=2.56, SD=1.82). What about the accepting by the teacher, older are more acceptance (*M*=5.00, SD=0.00) than younger (*M*=1.38, SD=0.897).

Table 2.14. Age differences in social development

Age					
Social development	Young (n=170)		Old (n=106)		t(274)
	M	SD	M	SD	
Aggressiveness	2.78	1.215	4.85	0.360	-17.091**
Social ability	2.56	0.784	4.32	0.952	-16.705**
Leadership	1.82	0.951	4.49	0.771	-24.317**
Energy and activity	2.12	1.054	4.66	0.476	-23.39**
Independence	3.33	1.008	4.66	0.476	-12.738**
Scapegoat	2.76	1.454	5.00	0.000	-15.863**

*p<.05, **p<0.01

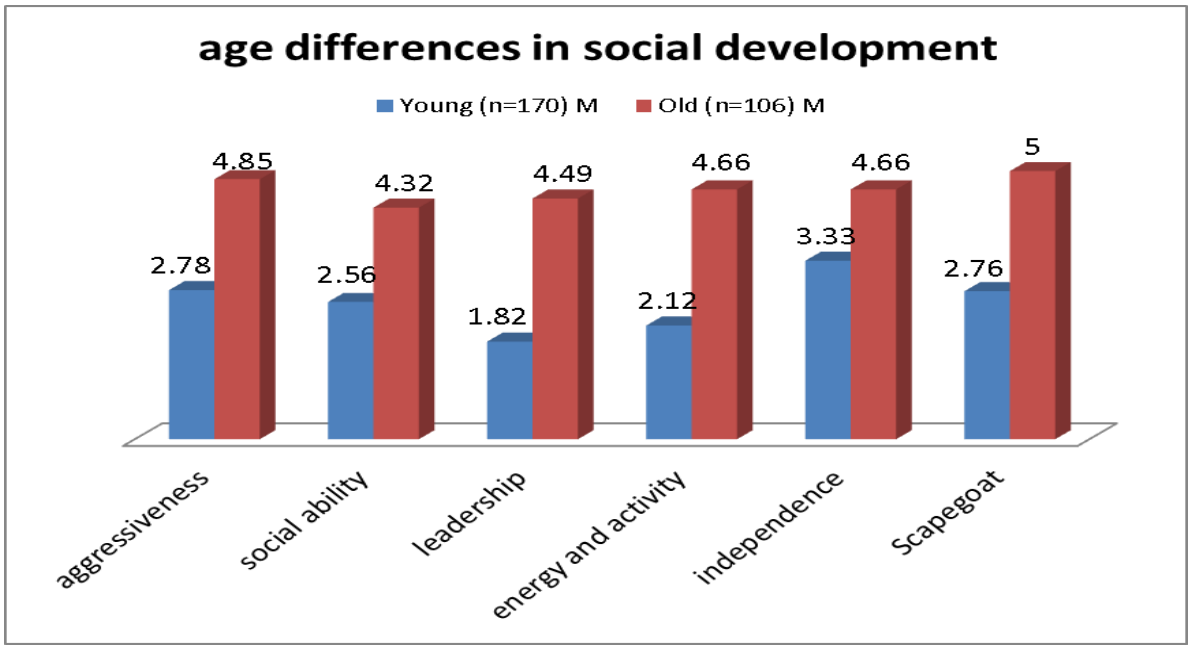


Fig. 2.8. Different level of social development

A t-test was performed, as presented above, to examine the hypothesis that there should be a significant statistical difference between younger children and older. The data shows there is a

significant statistical age difference in all social development factors. So older children [t (274) =--17.091**] are more aggressive (*M*=4.85, SD=0.360) in comparison with younger children (*M*=2.78, SD=1.215), similarly in social ability [t (274) =--16.705**] older have more in this factor (*M*=4.32, SD=0.925), while younger (*M*=2.56, SD=0.784), in leadership older are (*M*=4.49, SD=0.771) young children are (*M*=1.82, SD=0.951), in energy and activity older are (*M*=4.66, SD=0.476) than younger are (*M*=2.12, SD=1.054), in independence older children are (*M*=4.66, SD=0.476) than younger are (*M*=3.33, SD=1.008) and scapegoat older are (*M*=5.00, SD=0.00) than younger (*M*=2.76, SD=1.454).

Table 2.15. Age differences in learning ability

Age					
Learning ability	Young (n=170)		Old (n=106)		
	M	SD	M	SD	t(274)
Perception	4.81	0.688	4.99	0.097	-2.658**
Interest	4.75	0.462	4.89	0.347	-2.676**
Concentration	4.81	0.397	4.88	0.330	-1.551
Ambition	4.80	0.416	4.74	0.503	1.149
Perseverance	4.79	0.588	4.76	0.544	0.341
Self-confidence	4.73	0.632	4.76	0.469	-0.488

*p<.05, **p<0.01

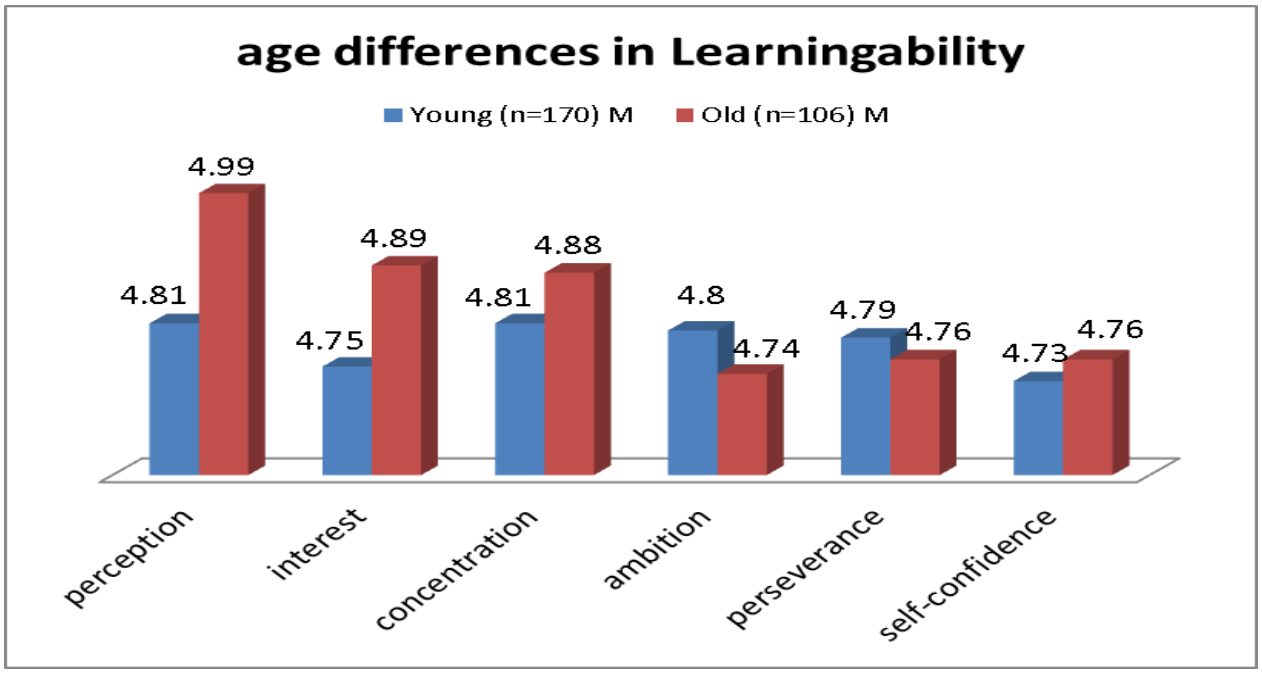


Fig. 2.9. Different level of learning ability

According to the findings, we see that only perception and interest have a significant correlation, while the other factors have no significant differences. The data shows a significant statistical age difference in perception [t (274) =---2.658**] between older children (*M*=4.99, SD=0.97) and younger children (*M*=4.81, SD=0.688), similarly in interest factor older are (*M*=4.89, SD=0.347).

Table 2.16. Age differences in months in emotional development

Variable	Born in October	Born in November	Born in December	F	Sig.
Discipline	N=100	N=120	N=56	0.361	N.S.
External appearance	N=100	N=120	N=56	0.44	N.S.
Honesty	N=120	N=120	N=56	0.32	N.S.
Mental balance	N=120	N=120	N=56	0.63	N.S.
Mood	N=120	N=120	N=56	0.17	N.S.
Accepted by the teacher	N=120	N=120	N=56	0.1	N.S.

The data shows there is not a significant statistical age difference in emotional development in different months: October, November and December. We prepare this table in order to see the

deference between children in the same group. We need to get a clear picture in a significant differences, the date improve that all children who were born in the last third of the year are at the same level and are less than the older in the class in adjustment and readiness during the time of transition and starting the first grade.

Table 2.17. Age differences in months in social development

Variable:	Born in October	Born in November	Born in December	F	Sig.
Aggressiveness	N=100	N=120	N=56	0.15	N.S.
Social ability	N=100	N=120	N=56	1.38	N.S.
Leadership	N=120	N=120	N=56	0.33	N.S.
Energy and activity	N=120	N=120	N=56	0.714	N.S.
Independence	N=120	N=120	N=56	0.25	N.S.
Scapegoat	N=120	N=120	N=56	0.645	N.S.

The data shows that there is not significant statistical age difference in social development in different months: October, November and December. The Table 30 shows and improves that all younger children who was born in the last third of the year are at the same level of readiness with no significance of the month of born. All components of social development have no significant age differences in months.

Table 2.18. Age differences in months in learning development

Variable	Born in October	Born in November	Born in December	F	Sig
Perception	N=100	N=120	N=56	1.47	N.S.
Interest	N=100	N=120	N=56	0.748	N.S.
Concentration	N=120	N=120	N=56	0.776	N.S.
Ambition	N=120	N=120	N=56	1.69	N.S.
Perseverance	N=120	N=120	N=56	0.213	N.S.
Self-confidence	N=120	N=120	N=56	1.63	N.S.

The data shows there is not a significant statistical age differences in learning development in different months: October, November and December. All components of social development have no significant Age differences in months in learning development. That mean no significant deference between children in the same group, the date improve that all children born in the last third of the year are at the same level of adjustment.

Table 2.19. Emotional development prediction based on age

Prediction	R	Rsq.	F	SIG
Emotional adjustment	0.958	0.918	3058	P<0.01**
Discipline	0.9	0.817	1227	P<0.01**
External appearance	0.89	0.796	106	P<0.01**
Honesty	0.73	0.537	318.55	P<0.01**
Mental balance	0.807	0.65	511.36	P<0.01**
Mood	0.78	0.612	431.6	P<0.01**
Accepted by the teacher	0.929	0.863	1728	P<0.01**

Linear regression was used to examine the correlation between emotional factors. Results in the Table 32 reveal a significant correlation between all emotional factors. The data shows that there is a significant statistical correlation between age and emotional adjustment (r=0.958, p<0.01**) in all emotion factors.

Table 2.20. Social development prediction based on age

Prediction	R	Rsq.	F	Sig.
Social adjustment	0.886	0.78	1001	P<0.01**
Aggressiveness	0.718	0.516	292.08	P<0.01**
Social ability	0.7	0.5	279.06	P<0.01**
Leadership	0.827	0.683	591.3	P<0.01**
Energy and activity	0.816	0.666	547	P<0.01**
Independence	0.6	0.372	162.44	P<0.01**
Scapegoat	0.692	0.479	251.6	P<0.01**

Linear regression was used to examine the correlation between social factors. Results in the Table 33 reveal a significant correlation between all social factors. The data shows that there is a significant statistical correlation between age and social development (r=0.886, p<0.01**).

Table 2.21. Learning development prediction based on age

Prediction	R	Rsq.	F	Sig.
Learning	0.09	0.008	2.24	N.S.
Perception	0.159	0.025	7.06	P<0.01**
Interest	0.16	0.025	7.16	P<0.01**
Concentration	0.093	0.009	2.4	n.s.
Ambition	0.069	0.005	1.31	n.s.
Perseverance	0.021	0.00	0.116	n.s.
Self-confidence	0.029	0.001	0.238	n.s.

Linear regression was used to examine the correlation between learning factors. Results in the Table 34 reveal a significant correlation between interest (r=0.159, p<0.01**) and perception factors (r=0.16, p<0.01**). There is no significant regression in other learning development factors: Concentration (r=0.093, p<0.01**), Ambition (r=0.069, p<0.01**) and Perseverance(r=0.21, p<0.01**) similarly as self-confidence (r=0.029, p<0.01**).

This part of the study include interview of parents who have the experience of a young child entering at school. In the interview are examined the attitude of parents. The tool has been built from two parts: one component of the quantitative level, amended to include a questionnaire built in order to examine the research objectives and hypotheses, questionnaire based on research variables related questions, questions ordered by scale from 1-5. The second part of the interview included open questions - ended questions tailored to the needs of the research.

Table 2.22. Parents' interview (part 1) Correlation between age and adjustment level

Adjustment level	Young children	Sig.
Cognitive function	0.1	n.s.
Motivation and persistence	0.01	n.s.
Behavioral function and ability	0.52	P<0.01**
Emotional function	0.4	P<0.01**
Social function	0.52	P<0.01**

A. Pearson correlation was performed to examine the hypothesis when exploring parents' attitudes towards young children regard to cognitive, social and emotional developments. As indicated in the Table 2.31, parents reported a significant positive correlation between emotional development and the children's age in months (r=0.4, p<0.01**). Similarly, parents reported a significant positive correlation between social development and the children's age in months

(r=0.52, p<0.01**) and a significant positive correlation between behavioral development and the children's age in months (r=0.52, p<0.01**). However, there was no significant correlation between the children's age and their cognitive development (r=-0.1), motivation and learning ability (r=0.01).

Table 2.23. Differences between female and male children of the same class

Gender	Emotional	Social	Behavioral	Cognitive	Motivation
Male	M=3.2	M=4.1	M=3.2	M=3.1	M=4.1
(N=9)	SD=0.2	SD=0.23	SD=0.11	SD=0.113	SD=0.23
Female	M=4.2	M=4.9	M=3.11	M=3.21	M=4.2
(N=11)	SD=0.34	SD=0.22	SD=0.2	SD=0.01	SD=0.11

Based on parent's attitudes, it was hypothesized that there is a significant statistical difference between female and male children of the same class regarding emotional, learning and social development. A t-test was performed as presented above to examine the hypothesis.

The data indicates that there are significant statistical gender differences in emotional development [t (18) =4.31, p<0.01**], so that females (*M*=4.2, SD=0.34) are more developed emotionally compared to males (*M*=3.2, SD=0.2).

The data shows there are significant statistical gender differences in social development [t (18) =3.2, p<0.01**], so females (*M*=4.9, SD=0.22) are more developed socially compared to males (*M*=4.1, SD=0.23). However, the data confirms no significant statistical gender differences among young children in their cognitive development [t (18) =1.2], motivation and learning ability [t (18) =1.11] or behavioral aspect.

Table 2.24. Correlation between age and cognitive factors

Variable	age	Sig
Grades	0.11	n.s
Persistence in learning tasks	0.21	n.s
Making homework	0.102	n.s
Speed level	0.113	n.s
Attention and concentration	0.13	n.s
Importance of play more than learning	0.23	n.s
Motor function	0.11	n.s

The data shows no significant statistical correlation between age and cognitive factors. As indicated in the Table 2.33, parents reported a significant negative correlation between cognitive

factors and the children's age in grades are (r=0.11). Similarly, parents reported a significant negative correlation between Persistence in learning tasks and age (r=0.21), and no significant correlation in making homework (r=0.102) and speed level (r=0.113). In edition there were no significant correlation in attention and concentration (r=0.13). The "play" is more important than "learning" (r=0.23) and Motor function (r=0.11).

Table 2.25. Correlation between age and motivation factors

Variable	Age	Sig.
Motivation to performing learning tasks	0.011	n.s
Motivation to go to school	0.2	n.s
Satisfaction of school	0.21	n.s
Love school	0.1	n.s

The data shows that there is no significant statistical correlation between age and motivation factors. As indicated in the Table 2.34, parents reported a significant negative correlation between motivation (r=0.011), tasks (r=0.2), and motivation to go to school (r=0.2,). In addition, no significant correlation in satisfaction of school (r=0.21) and love school (r=0.1).

Table 2.26. Correlation between age and behavioral achievement

Variable	Age	Sig.
Ability to keep behavior rules	0.5	P<0.01**
Ability to delay gratification	0.49	P<0.01**
Ability to face difficulties	0.51	P<0.01**

The data shows that there is a significant statistical correlation between age and all behavioral achievement factors. As indicated in the Table 2.25, parents are reported to a significant positive correlation between ability to keep behavior rules (r=0.5, p<0.01**). Similarly, parents are reported to a significant positive correlation between the Ability to delay gratification, the children's age (r=0.49, p<0.01**), similarly in Ability to face difficulties (r=0.51, p<0.01**).

Table 2.27. Correlation between age and emotional function

Variable	Age	Sig.
Self-confidence	0.52	P<0.01**
Tends to be shy	0.48	P<0.01**

Feels an equal in class	0.5	P<0.01**
Express the need to constant reinforcement	0.51	P<0.01**

The data shows that there is a significant statistical correlation between age and all emotional functions. The data shows that there is a significant statistical correlation between age and all emotional function factors. As indicated in the table above, parents reported a significant positive correlation between age and self-confidence (r=0.52, p<0.01**). Similarly, parents reported a significant positive correlation between age and tends to be shy (r=0.48, p<0.01**) similarly in feels of equal in class (r=0.51, p<0.01**) and express of the need to constant reinforcement (r=0.51, p<0.01**).

Table 2.28. Correlation between age and social development

Variable	**Age**	**Sig.**
Tends to be among people all the time	0.51	P<0.01**
Develops normal relationships with adults	0.52	P<0.01**
Develops and initiates friendships with children	0.44	P<0.01**
Prefers being with other than by himself	0.45	P<0.01**
Largely depends on adults	0.53	P<0.01**

The data shows that there is a significant statistical correlation between age and all social factors. There is a significant statistical correlation between age and all social factors, as indicated in the Table 2.37, parents reported a significant positive correlation between age and Tends to be among people all the time (r=0.51, p<0.01**) for Developing normal relationships with adults (r=0.52, p<0.01**), Developing and initiating friendships with children (r=0.44, p<0.01**). Similarly parents were reported a significant positive correlation between age and Prefers being with other than by himself (r=0.45, p<0.01**), largely depends on adults (r=0.53, p<0.01**).

The main findings are: A. Pearson correlation was performed to examine the hypothesis when exploring parents' attitudes towards young children regarding cognitive, social and emotional developments.

2.2.2. The qualitative analyses of experimental results. Parents' interview (part 2)

Questions:

1. *Tell about the experience of starting school when the child is younger?*

Stress and frustration: Most interviewed parents presented their position about the experience of the younger child's starting school as a difficult, frustrating and exhausting experience. There was a situation where author fully identified the parents' connection to the research subject and their appreciation of the innovative nature of the work. Parents said that it was very important for them to talk and express their opinions about the subject. Although it was clarified to the parents that the interview was for research purposes only, it seems that sometimes they viewed the interview as an opportunity to express themselves and give their opinions in a way they did not previously. Parents noted their struggles with the new situation as total uncertainty and stressful for them as parents and for their child. Most parents mentioned stress before the beginning of school year. All parents presented a higher level of concern than normal. The parents of young children always compared the transition of the younger child as experience that is more difficult compared to the child's classmates.

Academic weakness: The parents observed academic weakness at their child. He was not yet ready and need more time to mature before formal study. A difficulty reflected the parents' opinion and expectations of the child. Most parents noted that their expectation according to the evaluation of the kindergarten teacher and the educational staff that maintains the curriculum has become more difficult over time. Their concern focused on three questions: Will my son/daughter manage academically? Will he/she manage at school? In addition, the most important question - What if he/she still is not ready, yet? The mentioned expectations are a general perception at the level of adjustment and academic, social, behavioral and emotional maturity, all at the adjustment dimensions.

Leaving/separating: Most parents noted a situation of the child's difficulties in disconnecting and separating from his parents, especially on the first day at school. The parents noted crying, fear, frustration and difficulty to be alone. It negatively affected the parents who felt uncertain about the child's emotional adjustment and they felt their child "suffering". The new situation floods them with many questions about the child's capacity to cope with the new situation.

Need to overinvest: Parents are obligated to give and invest more, sometimes in an exaggerated way, to nurture and to try to close the gap between the child and the other children in his class. In many cases, parents were obligated to do tasks such as doing homework together with their child.

A dependent child, one who is not independent: Younger children depend more of parents in their homework and study tasks and therefore need constant guidance. The parents agreed that this attitude nurtured a dependent child, who tends to ask for help even when he does not need it. In addition, many parents reported their awareness that early entrance to school makes a dependent

child. However, they keep helping and investing although they know that should act different by giving the child a space and encouraging his independence.

2. How important is the age as a component of maturity for formal learning?

The age is an important component: Without any exception, the age is a most significant issue. Parents noted the importance of environment and family, their role and educational pedagogic enrichment. All parents noted that a child is too young to be able of formal study. There are, however, individual differences among children. Each child has his own characteristic parameters, but the age remains a significant and main variable according to the parents.

Reinforcing awareness of social and emotional issues: Awareness of the emotional and social issues is more than the academic issue. Parents reported that after their experience, they are more aware of the fact that maturity is not related only to the academic aspect, which is measured by grades, but has components that are no less important than the academics.

3. In your opinion, how much is an additional year in kindergarten as a solution to immaturity?

An additional year in kindergarten was a suggestion as a solution. Although all the interviewed parents accepted this offer, they did not take the opportunity suggested by the professional staff. A significant proportion of parents supported the importance of an additional year in kindergarten as a matter of "let time take its course." Many parents noted the importance of an additional year in kindergarten as an academic solution but were concerned about the social and emotional aspects for different reasons, for example — The dilemma and fear that it will harm the child in the social and emotional aspects, because all his friends will go to school and he will stay in kindergarten.

Pressure on the child who feels he is losing his group of friends from kindergarten -The perceived stigma: What people will tell about the child? How will other adults and children see him? Will it help him integrate again in the system?

4. What would you recommend to other parents, who have a child in preschool kindergarten who was born in the last third of the year?

Most parents, of both boys and girls, recommended an additional year in kindergarten. In spite of the concern about the child's emotional and social status, most recommended to consider an additional year in kindergarten if the professional staff suggested it.

Some parents recommended cooperation between themselves and school to understand the child and his needs, to take into account the child’s situation and to try to help him. They carefully suggested avoiding giving the child a feeling of immaturity or incompetence.

5. Please write anything you want to say and were not asked about

Differences between children in class: Parents indicated individual differences between children, therefore adjusted learning is needed and the curriculum must be flexible and suitable for each child.

Emotional and social immaturity: The majority of the reports indicated that children were equipped with knowledge list and study skills as language, motor skills, but did not have an easy transition. They had difficulties especially in the emotional and social aspects, a fact that harmed the quality of their study experience and its implications. As regards the study achievements, there were children of high level, but as regards emotion and sociality, they were immature. This position of special observation of the emotional social aspect was prominent in all parents' interviews. Parents noted many examples of social or emotional problems that harmed the child, his satisfaction and motivation to study.

Changes in school**:** All parents indicated the nature of the multidimensional changes that bring the child to a difficult new world. The young child is not prepared yet to adjust to, and cope with. This new world, for example the issue of the building and how the child will manage, the toilet or cafeteria with many older children around, and how will the young child find his place in a big society to which he is not accustomed yet.

Parents repeatedly indicated the correlation between factors as a recommendation and in presenting the importance of curriculum, expectations, transition plans and more.

2.3. Conclusions to Chapter 2

1. The results of the study indicate on the importance and significance of influence of the genetic developmental component of age. Difference of age has a great, clearly significant affect on functioning in class and social/emotional adjustment. As well, there are significant statistical gender differences in emotional and social development. Males are more developed emotionally compared with females. Females are more developed in their learning ability compared to males in the same group. Further, there are no significant differences in learning ability and social adjustment between children of different family status. The results show that a child whose parents are more educated is more developed emotionally.

2. In some aspects of the qualitative part of the interviews, parents expressed difficulties with their children. Most interviewed parents presented the experience of having a younger child start school as difficult, frustrating and exhausting experience.

3. The research results show a difference between the groups. The results note a disparity. A lack of readiness for younger children and the month of birth are considered the basis in the

evaluation of readiness. The results indicate that there are significant statistical gender differences in the emotional development among older children and similarly among younger children, and that males are more developed emotionally compared with females. Similarly, there are significant statistical differences by gender in the social development among older and younger children. Males are more developed socially compared with females in the same group. Moreover, there are significant statistical genders differences in their learning ability, females are more developed in their learning compared to males in the same group. The research results indicate the absence of significant differences in the social and the academic component according to family status.

3. THE VALORIZATION OF PSYCHOPEDAGOGICAL CONDITIONS AND METHODS OF KINDERGARTEN CHILDREN'S ADJUSTMENT TO PRIMARY SCHOOL

3.1. The identification of peculiarities of psycho pedagogical conditions for children's adjustment to elementary school

This study offers mixed research that deals with the transition from preschool kindergarten to elementary school. The main discussed issue is the quality of children' adjustment who were born during the first third of the year (January, February, March) and their adjustment to school compared to their classmates who were born during the last third of the year (October, November, December). The research attributes a big importance to maturity for studying, readiness for first grade and fitting with tools and necessary skills to enter in school system. It checks the closeness of younger students to normative functioning for their age, how they fit the new school framework and how the system fits their needs.

This research compares the children who study in the same class, defined as being of the same age. By nature, there is a chronological gap and therefore a functional gap between the children. The claim is that the class in school is not "all in one basket," but there are individual differences and variance among members of the same age group. One of the significant differences in this research is the chronological age of children when entering school.

The research hypothesis deals with different aspects of maturity and readiness. The first and main aspect in the research is the analyzing of connection between the child's age and readiness by expanding the term of 'readiness for study' as a cognitive, social and emotional ability without preliminary reference to academic achievements. The debate is practical and expressed in the wide sense of maturity and readiness components that influence the child's normative functioning during of formal study with all difficulties of transferring from one framework to a fundamentally different one, elementary school.

The results of the current research enlighten the importance of the age of entering to school as one of factors considered critical for success at school. In the case of young children, the age variable may be considered the reason for a lack of varied maturity of emotional, cognitive and social aspects. The author concludes that the primary and general aspects support a significant connection between age and maturity. Therefore, the diagnosing of children in class by comparing older and younger one, deepen the insights to a connection between chronologic age and readiness. In the paper is underlining a distinct difference between these two groups. The comparison is made between the control group and the experimental group, which is used to predict the child's

adjustment and maturity during his first step in school. It determines his success in school. The results of the research are similar and are supported by many prior global studies regarding the importance of diagnosing the child before he enters in formal studying, in order to facilitate and to pass this time as successfully as possible for child and his family [67; 72;119, p.43-50].

Many studies, and in our research, are looking for a suitable age for most successful academic process throughout all the years of the child's study [182].

In addition to this, many studies adopted the point of view that matches the results, hypothesis and questions of this research - that the genetic component is the most significant. The age differences cause differences in data and in the level of adjustment and readiness. Clear and significant differences in the level of academic function are found especially in first and second grades. The research result shows the gap between younger and older group, and a gap in the existence of a positive distinct connection between the child's age and readiness. The author refutes the importance of the age variable in the experiment group and compared with two research groups. By comparison there is reinforced the vision of chronological age importance as reflected in a clear functional gap between children and supports the main claim that the school class is not "one basket" but a variety of different ages and it will naturally cause a functional gap between the children of the same class. The received results are supported by previous studies and are cited in the professional literature [88].

The research results show a difference between the research groups according with hypothesis that there is distinct difference between these two groups. However, in the literature there are no distinct response and no unequivocal agreement regarding the responsibility for readiness. The importance of age is supported by other factors that influence and predict readiness. The results and the response to hypothesis were received based on what was expected from the research. The author considers that biologic maturity is the strongest predictor among other factors. The functional gap of the readiness level of young children in the research is obvious because the age and time factors are good predictors. The focus in the research is explained in according with biological payload and explaining acknowledgment of the age, which supports biological maturity. This attitude stems from the recognition of readiness as a developmental process [36, p.25-38].

The results note a disparity and a lack of readiness of younger children. The birth month is considered a basis in evaluating readiness. The research concept is supported by consideration of the month of birth when a child is starting school. As some research claims, chronological age is the strongest and the most influential variable on the skills and the measured scale of the readiness evaluation [130, p. 254-262; 134].

The results show the importance of the age criterion in the first stage of academic readiness. Before a certain age, children are considered not ready for formal study. These results give a homogeneous picture that emphasizes age as determining the child's development level. Although maturity and readiness are the results of a process that is reflected in developmental stages, they are not connected to experience, environmental interaction or family and society background. Only after a certain age, children are ready for formal study. The time before this age, generally before the age of six, is considered a stage in early childhood, when a child needs to experience the playing. The child learns according to various study methods through playing and not through structured study. A study process involves grades and measured results, which do not meet the child's needs and ability [25, p.204-211].

Recognizing the existence of a connection between age and readiness is supported by the research results and congruent to the hypothesis and clear results that indicate a distinct affirmative connection. There is additional support of professional literature, where is declared that the main players of a successful transition are the children themselves [65].

The research results emphasize the readiness issue as a matter of chronological age related to the child's degree of development and developmental stage when entering school. These results are explained by the natural ecological evolution approach, which emphasizes the dependence between various development stages.

The transition is a developmental sequence built of stages. The child experiences this natural sequence stage by the level according to his coping with tasks and previous demands. It develops a more advanced stage according to previous experience. The meaning of the attitude that suits the research's atmosphere is natural developmental hierarchy that explains simple skill acquisition and previous experience, which leads to development and progress to a more complex stage and experience [12; 93]. It should be emphasize that the results are supported by a common point of view of this approach toward a systematic development process, in which each step leads to acquiring a sequence of cognitive, social and emotional skills needed for developing a set of skills for child. In the research there was shown the natural developmental function, because the readiness is a function of biological maturity and genetic regulation, set by a regular timetable. The current research is build on clear milestones and stipulates the significance of age in according with natural ecological approach, that strengthens the attitude of seeing readiness as natural developmental process, by which it is better to wait until the child arrives to a ready stage, which suits his current age time.

Through another way, the natural approach explains the disparity between two groups and the existence of different kind of differences between younger and older children, especially in

normative function that suits the age differences. This is the "idealist natives'" approach, which is focused on the individual himself and his level of maturity. Although this approach acknowledges the status of society or the environment, it is marginal to the personal issue and the biological payload. Despite the environment is an important component of readiness, the age has the strongest influence and holds a more important and critical place that should be watched when starting school, especially in social and emotional maturity.

From the hypothesis, one may confirm the existence of a difference between the age groups. The author responds to the argument of the most crucial component of readiness. Readiness is an innate biological matter, an environmental or family acquired matter, an issue of age or social interaction. The results do not deny the importance of environmental, social interaction and family data. Nevertheless, the environment and family status limit the functional gap between ages, especially in the cognitive academic area and still focus and recognize the importance of age according to the assumption that maturity is influenced by biological, psychological and genetic factors. The influence of age is wider and stronger than other components. The existing difference that is shown in the results is explained according to the stronger genetic rate than the environmental rate related to parental and family status (Elder & Lubotsky, 2008).

Ascertaining the correlation between the factors related to readiness for adjustment to the school environment and the age of the child, the author deducting the following components:

Learning ability. The cognitive area is represented to a considerable extent in the specialty literature. The term 'readiness' is an area that predicts success in school. Therefore, this component is particularly important as prominent and strong in predicting readiness, more than other aspects of that term. The cognitive index has a key place in many studies, which found that this area has a major contribution in predicting academic achievements in first grade and there is a list of skills, and knowledge with which a child comes from kindergarten [75, p. 237-241].

Many researchers note the academic readiness as a matter of a tool box of academic skills and knowledge including among other things mathematical knowledge of counting, lingual knowledge of recognizing the letters and more [78, p. 213-227; 105, p. 397-420].

The results of research hypothesis regarding the connection between age and academic achievement readiness index indicate an affirmative connection between two variables of age and academic achievements. This was confirmed, but the difference is not a significant difference as was expected in the research. The academic dimension shows that the received results are at a lower level of significance, compared with the expected social and emotional index. The results showed a positive correlation between the age variable and readiness. The comparing of the younger and the older group was partially supported and is not a disparity expressed in distinct significant

difference. The results may be explained by the academic cognitive component and examining previous research in the professional literature that explains the importance of the family functioning and the environment. These play a significant role and can support the list of academic skills as well as the ability of environment and family to reduce the academic gap in the academic index shown particularly in achievement and grades.

In addition, the results are supported by the research that compares the age factor to other factors, which support the age component as predicting success and are referred as a strong and important variable [180, p. 455-465]. However, there are more factors that may not be ignored as predicting academic success, such as, educational intervention, enrichment of the environment and the quality of interaction with the variables of family background that can change academic moves to improve the cognitive ability and the level of predicting academic achievements in school. These variables affect on the child's readiness when preparing an enrichment or reinforcement plan to improve academic skills such as reading and writing, skills that effect the reduction of age gap between ages and groups in class [32,p.1239-1249].

Socio-emotional adjustment. The terms maturity and adjustment in terms of language, mathematics and a list of skills and knowledge, can be expanded to include elements of social and emotional development, which are positive and essential for children's adjustment in elementary school. This sense of emotional and social development grew based on the essential changes in adjustment to a new society. The changes influence the individual's adjustment in a very different place. Social changes have a direct and indirect influence on personality and on building and designing attitudes of the new academic institution [101; 70, p.67-78].

The meanings of social and emotional components are intensified in the results and are demonstrated in the statistics of the research results. There are significant statistical age differences in emotional development. Older children are more developed emotionally compared with younger children of the same class. Similarly, there are significant statistic age differences in their social development, so that older children are more developed socially compared with younger children of the same class.

The current results may be interpreted as a distinct significant difference between the younger and the older group as anticipated and according to the research hypothesis. A developmental aspect related to time and development stages may be interpreted such as many studies regarding developmental attitude and vision of the social and emotional view that is not related to society and its enrichment or to family. It is characterized by the fact that a child may acquire a certain level of social and emotional maturity only when he experiences the developmental stages that may bring him to social experience and social maturity suitable to him

and his chronological age. This is characterized only when the suitable stage related to age and children's development is attained [63, p.20-26].

Comparing younger and older children (experimental group - control group), the author concludes that social maturity increases. The older are at the higher end of the scale in social and emotional maturity and readiness. These results did not surprise and confirm, that the research hypothesis intensify with the existence of a significant difference in social readiness, and in all expression of social strands presented in the research. Special voting referred to the importance of the social element, which goes in the identical direction of research that identifies the special place for the importance of social and emotional components. Such components are considered significant in the child's development process and as predicting adjustment for school, especially in the first year and the first steps in first grade in each child's life at the beginning of his school path [22,p.78-82; 135, p. 46-50; 186,p.42-64; 189,p. 204-209]. The results strengthen the need to acquire a certain level of social and emotional skill while entering school, not only academically, which is important but not unique. The social element is needed to achieve adjustment, to pass the critical and significant phase [109, p. 333-359; 144, p. 357-389] and to guarantee a level of social emotional development in advanced steps, especially due to their importance in the future to proceed to more advanced studies [127]. The results of comparing these two groups were clear. We conclude that children have to be equipped with a complex of social skills relevant and necessary for their adjustment and maturity in first grade. This will greatly help them in school life. The professional literature will use them as a basis for a sequence of social skills essential to coping in relationship with other children, colleagues and adults from school and class, that help the child fit in and adjust with expected social and psychological changes [78, p.213-227].

The lack of social and emotional abilities affects the quality of life at the emotional and social aspects. The confirmation of the research hypothesis about the social and emotional adjustment is expressed in the context that some noted definitions of 'readiness' in social terms like "the complex of behavior patterns needed for the individual to adjust himself the his social environment" or behavior are suited to expected environment, demands, changes and challenges from environment [81,p.3-19]. The complex of changes aimed to match person's demands to the demands of his environment [87, p.276-280]. In a similar way, adjustment is defined because of a balance between the child and his environment in order to assure the survival of the individual in the physical and social environment [155, p. 73-79]. Adjustment is the way in which the individual copes with stress and conflict, balance and harmony in the relationship between the individual and his environment.

Readiness of boys versus readiness of girls. The results indicate that there are significant statistical genders differences in the emotional development among older and young children and those males are more developed emotionally in comparison with females. Similarly, there are significant statistic gender differences in the social development among older and younger children, and that males are more developed socially in comparison with females in the same group. Moreover, the data show that there are significant statistical gender differences in their learning ability and that females are more developed in their learning in comparison to males in the same group.

The research results refute the research hypothesis about the existence of a positive difference in the level of adjustment of girls compared with the boys in each age group. The research results toward the difference between boys and girls were contradictory to the hypothesis. The research hypothesis shows a distinct positive difference at the level of adjustment of girls comparing with boys of the same age group. This hypothesis was not confirmed and the results are contradictory to hypothesis. Another contrast is received when the hypothesis notes that the girls' readiness level will be higher than the boys' readiness level, but the results show the opposite. In some of components, the boys' adjustment level was higher than the girls' were. This was not expected. The hypothesis assumed the girls' readiness level would be higher in all adjustment components.

Few studies were found regarding the differences of gender pertaining to adjustment and less which treated regularly the differences between boys and girls as regards maturity and adjustment to school and academic readiness. For example, Janus M., Kopechanski L., Cameron R. in their paper "In Transition: Experiences of children' parents with special needs at school entry" is a study that explored the idea that emotional adjustment of boys was higher than that of girls [155, p.73-79].

The results of this study were not supported by the research literature. Among them was one study that checked differences between genders in indices of social, academic and behavioral adjustment, which produced two important findings because significant differences in adjustment were found, while the girls' readiness was better than boys of the same age [44]. The results are also contradictory to longitudinal research that indicated the girls' readiness is higher than boys' readiness socially and emotionally. Furthermore, self-confidence and independence of girls was found to be stronger than that of boys [72].

Different Family Statuses. There is a significant statistical difference between parents with academic education, parents with secondary education, and parents without any education and their children's emotional and social development. Children are more developed emotionally when their

parents are more educated. However, there is no significant statistical difference between parents with academic education, parents with secondary education and with no education between their children is learning ability.

The research hypothesis about distinct significant differences between children from different family situations of the same age group indicates that there is a positive connection between the variables toward the emotional component of readiness. A positive connection was expected between two variables in all indices of readiness. According to this hypothesis, a distinct significant difference was expected in the age group according with child's family status as regards the cognitive component and the emotional and social component. The results show that there is no notable difference between children from different statuses for all readiness indices. A significant difference between children is shown only in the socio- emotional component. The research results show and strengthen the importance of educational moves of support, reinforcement and constant accompaniment. It is important because in this way one may nurture the emotional side through intervention, in order to face the difficulties they have to confront through adjusted education and emotional intervention that may reduce disparity and increase the chances of success [13, p.271-274; 83, p. 1-5].

The results may be interpreted according to research, which found differences between populations, differences by socio-economic background, ethnic origin, parents' income and domestic environment. The readiness level will be increase between higher and lower income. Poor people have a low income and the need increases due to their special needs [97]. Differences were found in social, academic, behavioral and cognitive aspects. In those cases more intervention is needed to guarantee success or to reduce disparity between groups [27, p.1505-1516; 73; 157, p.15-34].

The research results indicate the absence of significant differences in social and academic component according to the family status. This refutes the research hypothesis about the existence of significant differences and the existence of a distinct positive connection between children from different family statuses. This does not deny the significance of the environment and its important and significant place in the process of transferring from kindergarten and first grade. In addition to this, it strengthens the attitude that gives chronologic age of significant place. Maybe this hypothesis was not checked because a standard family status was checked with no conspicuous problems. There was no manipulation to deepen and accurately check, to define the level of family intervention. Therefore, this requires an additional research, as detailed in the research recommendation.

A detailed indirect evaluation of parents involved in the research contains fundamentally different parts, as a scale for interviewing the parents of young children with open questions, in a structured way, in order to identify the dimensions of social, emotional and academic adjustment:

- An interview with parents, who experienced their child entering school, but are younger than his classmates are.
- Attitudes and statements of parents' experience, expectations and recommendations about the whole issue of transferring a young child, in addition to statements and quantitative evaluation reflected by the quantitative evaluation of the structured part.

The findings of the parent's interviews raise the clear recognition of the importance of time of transition from kindergarten to elementary school as a critical and significant stage in child's development and progress in an early age. This recognition gives the transition acknowledgment and significance with psychological, social and academic elements. Parents indicated special needs of their children who are the youngest in their group. The difficulties were not only of an academic nature, but there were challenges that children and their parents experience during school period. Parents' opinion was regarding the importance of age in the transition period, because that is a process composed of different characteristics: psychological, social and academic. There are psycho-pedagogic conditions needed for the child to be prepared and to adjust to his new environment and different period than the kindergarten period. These conditions are necessary and essential for child's success.

In the first question, the parents were asked to tell about the experience of starting school when the child is young. The answers showed child's experience while entering school and personal experience of the parents for handling the situation. The author concludes in according with interview that a child is vulnerable to deficiencies, anxieties and bad feelings. In most answers, the difficulty of separation from parents, crying, fear and frustration was especially noticeable. Therefore, the difficulty of separating from parents on the first day at school was discussed. It severely influenced the parents' functioning in handling a difficult situation from the emotional aspect and from the aspect of expectation of their child's adjustment to the new system. Parents reported a feeling of a "suffering" child and it was the first impression of the experience. In response, the parents took the experience as a challenge that demanded special investment, their interference and support of child more than any time. Sometimes they noted unnecessary excessive interference, as will be discussed later. The parents' report matches the mood of the current study. There are studies, which noted the importance of parents' functioning and their support of the child, who is sensitive to external interference, support, encouragement and reinforcement. This demands proper educational interference adapted to his needs – it will be significant, constructive and with

promoting consequences. In addition a child need positive interaction with significant adults like parents and teachers to develop his self-esteem, his "me" power, the personal consistency and his sense of control. Therefore, the quality of the children's readiness for elementary school has a lengthy influence on the child's life.

Interviews with parents also focused on the low ability of the young child to delay gratification, take academic responsibility, and the ability to communicate his new environment, which includes essential changes. Among other things, parents noted their concern about all the changes, comparing the two frameworks - kindergarten and school. These all are physiological, psychological, social and academic changes in the size of the building and in the parents' expectations that their child will manage in the large framework with which he is not familiar. It is especially noticeable in parents' concerns, as the interviewees noted in the current research that referred to changes. There are many-researched congruence in the changes noted by parents' interview. The aspects raised also worry for children and their parents: how will can a young child who starts school to find his way around the big building. There are also changes in duties, relationships, learning strategies, disciplines and expectations, changes in teaching and learning methods, changes in atmosphere and educational climate, time management, educational perception, responsibility to learning and demands, and changes in pedagogic approaches [72; 139].

By answers at the question, parents reflected their concern regarding the formality of the relationship between the child and the teacher, a different interaction model, attention and communication than the one to which the child was in kindergarten. They also reflected the parents' concern about the expectations regarding academic achievements, reading, writing and mathematics, homework, learning and responsibility for learning and structured evaluation measured by grades, compared with the learning approach in kindergarten with the sandbox and all kinds of games and the process of transition to school. This approach and the data received is compatible with the studies that note the attitude and difference between two frameworks in the interaction model between a child and a teacher and the learning process [203, p. 1-9; 63, p.20-26].

In addition, parents' answers reflected their concern about the learning system characterized in playing compared with learning and sitting in class for long time. The answers are compatible with studies that explored children's attitudes to the perception of kindergarten compared with school. Children perceive kindergarten as a place to play and school is perceived as a place to study, sit for long hours, receive homework and leaving less time for playing [139; 154, p. 44-49].

From everything noted about the focus of answers to the first question one may identify the importance of the transition, which symbolizes a new era that includes anxiety and uncertainty for a child and his family. The parents were overwhelmed with questions, anxieties and expectations for

their children, for themselves, and for their ability to handle a difficult situation as this experience is perceived and shown in the worried parents' expression. The worried tone of voice and expression were important characteristics at the interview. Parents putted many questions that were a source of anxiety, a feeling of uncertainty and pressure. Similarly, parents reported that their children were afraid and anxious about the new place. The answers and the manner of expression and speech were not surprising to the interviewer because everything said was similar to comments in previous studies. These noted the questions, anxiety and expectations as something that may influence behavior and academic achievements, not only for short term but may have influence for long term [72].

Anxiety influences the children's emotional and social welfare and may cause difficulties in the social, emotional adjustment that directly affects the academic achievements [101]. Many parents face questions and for them it is a very complex matter, especially for parents of children with low ability or children with disabilities and special needs. Sometimes when children face difficulty, it becomes a challenge for some of them. They have difficulty to follow rules, regulations and different values and sometimes it challenges the children and worries them [63].

The recommendations of parents and kindergarten teachers offer a picture of suitable time on entering school. It is an important point in evaluating and predicting the child's status and his readiness level as regards the psycho-pedagogic conditions for the child and his success in school. The recommendations for an additional year in kindergarten were expanded.ere appeared dilemmas as should the solution be - to "give time for it" or, if the child enters first grade should the situation be controlled and cooperation increased in order to reduce the gap between children of the same class in school.

At some point, parents were asked to add things not raised in the interview. The parents had much to tell about the experience itself, about their part in a successful transition and about the nature of attitude and the preparation of the learning system to soften the transition as much as possible. Regarding the required preparation, especially for the younger children, the parents noted correlation and balance between all factors including the family, noting a triangle that included the child, the family and the learning system. The parents' answers correlate with research that noted the adjustment process as a balanced and adapted process between the child, family and school. The child is ready and fits to the study situation, while school adjusts itself and its program according to the children's population and its needs. This adjustment guaranties success [37, p. 338-352]. According to this, position parents voted for adjusting the curriculum that will address the complexity. These findings are supported by many previous studies that suggest flexible curricula that answer the complexity of the local community [2, p.351-364; 197, p. 69-74]. In addition,

partnership held an important and significant place in the parents' answers. The parents' partnership is needed to support the children and helps educators. In cases of children who have difficulties or special needs, all factors have to cooperate and pay attention to the children's needs, and in case of difficulty, increase the need for support of all involved parties. Parents collectively noted the age as a significant issue in maturity to study and gave a response to one of the solutions for overcoming immaturity by postponing starting school as a solution to early entrance. The parents emphasized in their answers that a lack of readiness among young children might cause failure.

Postponing the start of school will bring better social and emotional physical and cognitive adjustment. The findings and the parents' answers about keeping the child in kindergarten came from their concern for their children. Parents supported an additional year in kindergarten in a very clear manner. However, sometimes, in despite of concern, the internal dilemma was obvious. Everything involved in postponing entering school from the social and psychological aspects, and the family pressure was accompanied by many questions, concerns, and expectations. All the above is part of the process of adjustment to school and along with the literature regarding the constant argument over children' postponing the starting school or remaining an additional year in kindergarten. Many studies support the postponing starting school, because maturity changes as regards linguistics, language and literacy. The knowledge and skills also change. The chance to succeed is higher and may turn the delay into a benefit and improve achievements. The younger children will be less ready than the older children will. The lack of readiness of children has a long-term influence [18; 39; 47, p. 43-62; 76; 121; 113, p.319-328].

Everything implied by the parents' interviews shows the importance of age and its intensity affects the maturity level. It suits the approach that age is a significant criterion of readiness to learn. Before a certain age children are considered unready for formal study. The determining criterion is the development of the child himself. The interviewed parents' attitude is reflected in seeing that maturity is a result of developmental stages with no connection to experience or interaction of family and society. If those influence, it is not correlated and not sufficient. Only after a certain age will a child is ready. At the stage prior to maturity to learn in school a child has to play and needs to be treated according to his chronological and his developmental stage [192].

Parents noted that when evaluating and defining immaturity at different levels, an aspect to be considered is the importance of age and its connection to immaturity. Many parents recommended an additional year in kindergarten, in order to give children time and, meanwhile, they will attain emotional, social and cognitive maturity that will enable them to handle the expected learning process in school.

With everything that has been said about parents' attitudes one cannot be ignored - the source of difficulty that was noticeable in the issue of an additional year in kindergarten, which most parents mentioned honestly. It was accompanied by concern and uncertainty that are understandable because of the parents confront situation. The obtaining decision is related to predicting immaturity for first grade, which is meaningful from academic, social, emotional and physical aspects.

3.2. The evaluation of the effects of recovery conditions for children' adjustment to primary school

3.2.1. The experimental program to optimize the conditions of children' adjustment to primary school

Experimental of psycho pedagogical conditions for kindergarten children adjustment to elementary school had been described the ascertaining experiment that checks the hypotheses related to correlation between young age factors of pre-school children and the level of readiness for school performance indicators. There is speaking about the risk of getting to school without the needed equipment of coping resources. The experimental process was based on theoretical aspects of school readiness and the results of ascertaining experiment. The formative experiment carried out through the program "School is a chance to succeed" that was implemented on the length of 10 meetings and workshops, per 2.5 hours each, entailing various educational issues by means of influencing, guiding, formative and expositive methods. In our research, the author checked the connection between the child's age and readiness by expending the term readiness for study as the cognitive, socio-emotional ability without preliminary reference to academic achievements.

The results of the current research enlighten the importance of the age of entering to school as one of the factors considered critical for success at school. In case of young children, the age variable may be considered the reason for lack of varied maturity of emotional, cognitive and social aspects. The author emphasizes a distinct difference between two groups - the control group and the experiment group – the comparison between them is used to predict child's adjustment and maturity during his first step at school. It determines his successes at school.

In the research, the functional gap of the readiness level of target group - the young children - is obvious, because the age and time factors are good predictors. The focus group of our study is described also in specialty literature, like this - the biologic payload explains the acknowledgment in the weight of age that supports the biologic maturity attitude that comes from the recognition of readiness as a developmental process [8, p. 338-352]. The results show a homogeneous picture that

emphasizes the age as one determining the child's development level. The research results emphasizes the readiness issue as a matter of chronologic age related to the child's developmental degree and his developmental stage while entering school. These results are explained by the natural ecologic developmental approach, which emphasizes the dependence between various development stages.

The transition from kindergarten to school is a built developmental sequence of stages. A child passes this natural sequence stages according to his coping with tasks and previous demands. He develops a more advanced stage according to previous experience. The meaning of attitude that suits the research's atmosphere is natural developmental hierarchy that explains simple skill acquisition. Previous experience leads to development and progress of a more complex stage and experience [4, p. 40-45].

The Cognitive Academic Adjustment. The cognitive index has a main place in many researches, which found that this area has major contribution in predicting academic achievements in first grade and there is a list of skills and knowledge of child accumulated from kindergarten [13, p. 237-241]. The results are referring to research hypothesis toward the connection between age and academic achievement readiness index. The hypothesis indicates and confirmed a distinct connection between the variables of age and academic achievements. Nevertheless, the difference is not a distinct significant difference as was expected in the research. The academic dimension is the dimension, which received a lower level of significance connection comparing to socio-emotional index.

*The interventional program "A Threshold to grow***".** The research results indicate clear functional gaps within the adjustment process, especially in the emotional and social areas of young children who were born in the last trimester of the academic year and study in regular educational system. These difficulties appeared to express themselves in various socio-emotional ways.

Socio-emotional adjustment is starting from ecological approach. We can maintain that in order to develop himself adequately, a child needs a nourishing and facilitating environment in which he can experience a sense of belonging. It is supposed that when a child is about to enter at school, he might already be ready/competent enough to cope with new challenging conditions of a learning environment. Unfortunately, when a child's development is disturbed by some unexpected factors such as young age, which may also come with co morbid factors such as ADHD, sensory regulatory disturbances, or lack of social competence to deal with complex situations that school may bring, the normative adjustment might take unexpected avenues and even fail .

Adaptive conduct of the child to his new formal learning environment, accompanied by the ability to maintain social meaningful relationships are indispensable preliminary conditions for

answering the challenging demands of becoming a well - functioning pupil. To become a first grade pupil is not a self -understood matter. A certain level of coping resources is required in order to function adequately from cognitive socio-emotional perspectives. Since the findings of this study have discovered clear gaps in these critical indicators between young kindergarten children and older peers who are supposed to enter school soon, the need for an interventional program for young children has become obligatory.

Starting from the above-mentioned consideration we formulated the goal of the interventional experiment to evaluate the validity of the connection between the experimental group and the control group.

The program had been implemented by the use of training and exercising socio-emotional competences in young preschool children, with a focus on problem solving and emotional comprehension.

We assumed that:

1. Lack of socio-emotional adjustment may disrupt the child's functioning within the formal academic life.

2. A means of reducing the gap consists in the creation of a secure and supportive space that enables normative development by acknowledging the discrepancy between the child's young age and the need to encounter the school challenging environment .

3. The interventional program, which had been elaborated within this research, was designed to include a vast spectrum of meaningful contexts.

4. The research findings indicate that the socio-emotional gap between the experimental group and the control group was considerably significant while the learning indicators were similar in both groups. Thus, we decided not to include the learning indicator in the post test after the application of the program.

5. The objective of the interventional program was to evaluate and validate its efficacy to decrease the functional socio-emotional gap between the two groups

6. On the practical level, we tried to enable the young child to improve his socio emotional coping by acquiring coping in activities. It becomes more accepted by his peers who became able to recognize the positive aspects of his personality

8. To develop elementary life’s skills for children by enhancing competences of listening.

9. To raise the child’s self- awareness to the way he perceives the place among the peers community.

10. To raise the parents awareness of young children’ needs and the adequate ways to deal with them.

11. Children who participated in the program were all young one and were chosen from the lot of children who participated in the research.

12. In order to facilitate the organization of the sessions, we tried to include children who learned in the same places

The intervention had been effectuated on several levels and it included:

- Counseling of the young children's parents. It started from ecological approach, which assuming that only a joint pact between kindergarten staff and parents can ensure a successful process. We invited parents to be practically involved in the intervention process as equal partners. The parents were guided how to strengthen the child's self- image and how to enjoy and develop more effective open channels of family communication .

- The meetings with the parents took place at the threshold of the child's becoming a school pupil and they were systemically co-ordinate with the school counselor involvement. All they designed the acquirements of the current study.

-A 4 sessions of group- work were held during the regular kindergarten schedule, as an integral part of it.

- The children participated in a socio-emotional play. The author conducted five sessions and six sessions were lead by the kindergarten teacher accompanied by the supervision of the author. The playing format of the sessions facilitated the communication process enhancing self-expression and forming an opportunity to experiment simulated life situations without the threatening impact of encountering failure or criticism. At the end of each session children had been involved in an artistic inter active process and they could take home their art products. This procedure contributed to children's motivation to enthusiastically come at the meetings and cooperate with their group colleagues. The stress was on encouraging the child's initiative and reinforcing his self- confidence and ability to relate effectively with his peers.

The timetable for the implementation of the program

a. The sessions with the young children had been held during the school year in the kindergarten, in the last months of the school year (as close as possible to transition to school).

b. The counseling activities with teachers and parents had been implemented as follows: the first session - at the end of the school year and the final session - during the summer holiday, in the last week before the beginning of the new school year.

c. The kindergarten teachers and the I-st class schoolteachers were present at both meetings. The teachers have been asked to complete the same questionnaires that they completed concerning the children who had been involved in the interventional experiment after which we have studied the results.

Significant differences relating to the children age

Table 3.1. Frequency statistics

Variable	Values	Count (N=105)	%
Age:	Young	55	52%
	Old	50	48%
Gender:	Male	60	57%
	Female	45	43%

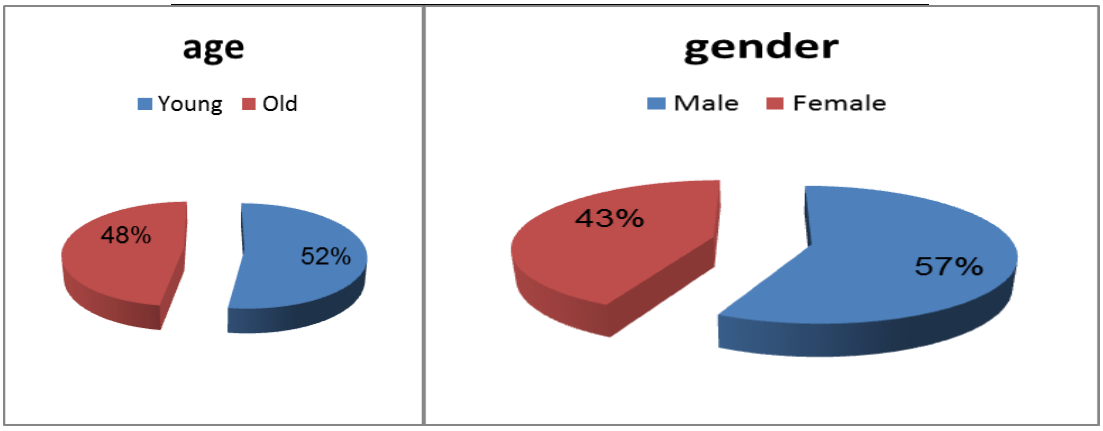


Fig. 3.1. The age and gender differences – t-tests: Age differences

It was hypothesized that there is a significant statistical difference between old and young children of the same class in emotional, learning and social development.

The research results show significant differences relating to the learning, social and emotional components according to the declared hypothesis in the research in comparison with the control group and the experimental group.

Table 3.2. Age differences in emotional and social development

Variable	Age				t(103)
	Young (n=55)		Old (n=50)		
	M	SD	M	SD	
Emotional development	2.17	0.99	4.90	0.60	-35.10**
Social development	2.71	1.11	4.81	0.54	-16.65**

*p<.05, **p<0.01

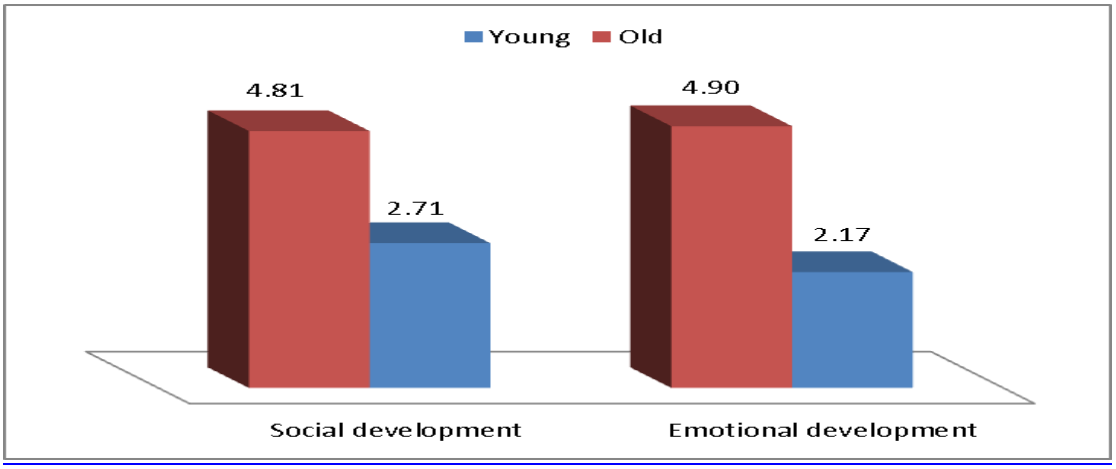


Fig. 3.2. Different level of social and emotional development

A t-test was performed as presented above, in order to examine the hypothesis. The data shows that there is a significant statistical age difference in emotional development [t (103) =-35.10, p<0.01**]. So, the older children (*M*=4.90, SD=0. 60) are more developed emotionally compared with younger children (*M*=2.17, SD=0.99) of the same class. Similarly, the data shows that there are significant statistical age differences in their social development [t (103) =-16.65, p<0.01**]. The older children (*M*=4.81, SD=0.54) are more developed socially in comparison with younger children (*M*=2.71, SD=1.11) of the same class.

Table 3.3. Age differences in emotional developments

	Age				
Emotional development	Young (n=55)		Old (n=50)		t(103)
	M	SD	M	SD	
Discipline	1.97	0.86	4.95	0.41	-20.03**
External appearance	1.77	0.80	4.49	0.51	-18.70**
Honesty	1.91	1.01	4.30	1.26	-7.83**
Mental balance	2.24	1.04	4.81	0.79	-8.61**
Mood	2.71	1.11	4.95	0.41	-9.77**
Accepted by teacher	1.53	0.93	4.98	0.03	-26.57**

*p<.05, **p<0.01

The data shows that there is a significant statistic age differences in their emotional development in all of emotional factors. In comparison between old and younger children, we noted that older are more disciplined, more honestly and mental balanced, furthermore they are more accepted by the teacher.

Table 3.4. Age differences in social development

Age			
Social development	Young (n=55)	Old (n=50)	t(103)

	M	SD	M	SD	
Aggressiveness	2.93	1.25	4.98	0.39	-7.09**
Social ability	2.71	0.81	4.47	0.98	-6.70**
Leadership	1.97	0.98	4.64	0.80	-14.31**
Energy and activity	2.27	1.08	4.81	0.51	-13.39**
Independence	3.48	1.04	4.81	0.51	-5.73**
Scapegoat	2.91	1.48	4.98	0.03	-8.86**

*p<.05, **p<0.01

The data shows that there are significant statistical age differences in their learning development in interest and perception factors only, while there are not significant statistic age differences in the other learning factors.

Table 3.5. Age differences in emotional and social development comparing after and before intervention program (young children)

Variable	Age				t(53)
	Young Before	(n=170)	Young After	(n=55)	
	M	SD	M	SD	
Emotional development	1.80	0.58	2.17	0.99	-5.10*
Social development	2.47	0.55	2.71	1.11	-6.55*

*p<.05, **p<0.01

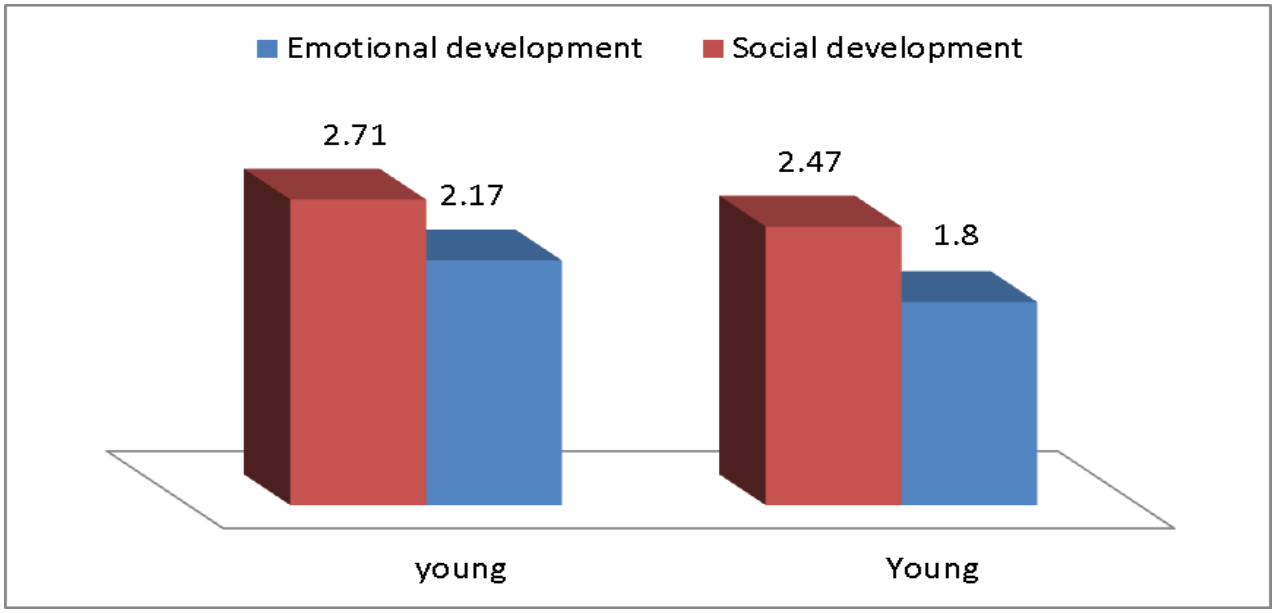


Fig. 3.3. Social and emotional development. The level of young children

Table 3.6. Age differences in emotional and social development comparing after and before intervention program (old children)

	Age	t(48)

Variable	Old Before (n=106)		Old After (n=50)		
	M	SD	M	SD	
Emotional development	4.64	0.22	4.90	0.60	-2.15
Social development	4.66	0.27	4.81	0.54	-2.10

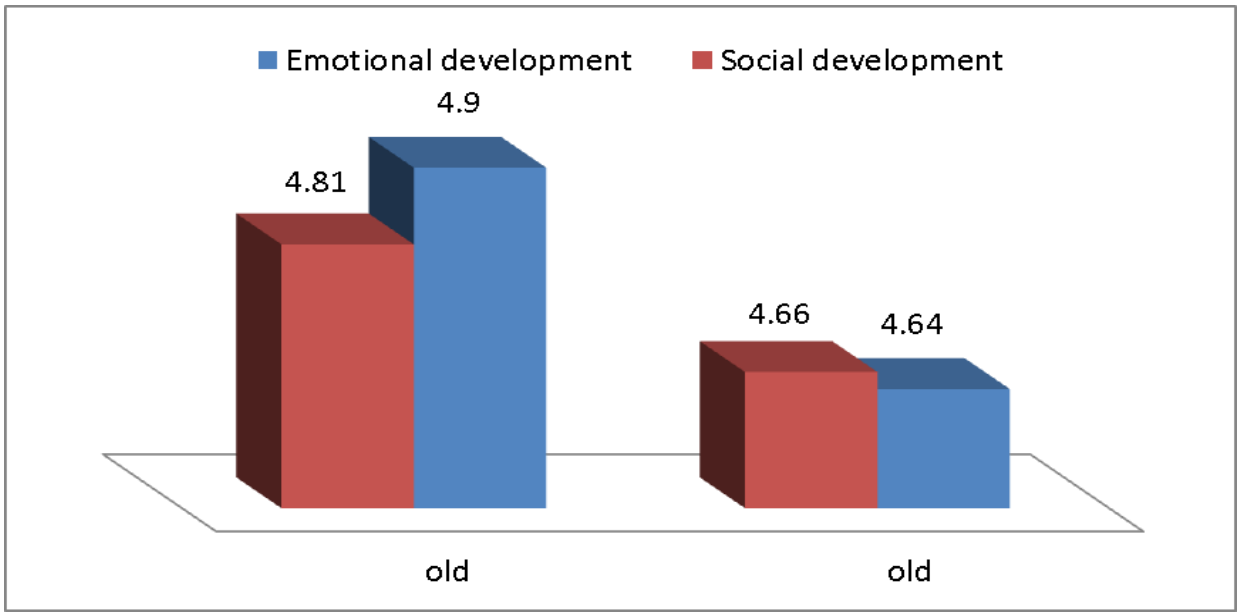


Fig. 3.4. Social and emotional development. The level of old children

No statistically significant difference was found between younger children, compared before and after intervention (t (48) = - 2.15, p> 0.05), in emotional and social development (t (48) = - 2.10, p> 0.05**.**

By comparing the younger and the older children *(experiment group - control group),* it seems that social maturity is increased by distinct level. The older children are in the higher edge of socio-emotional maturity and readiness scale. These results of interview with parents did not surprise. Due to them, the research hypothesis is getting stronger referring to the existence of significant difference in social readiness and in all expression of social strands presented in the research with no exception. The research identifies the special place of the importance of socio-emotional components, which are considered significant for child's development process and as a predicting adjustment to school, especially in the first years of each child's life in the beginning of his way in school [23; 25, p. 1198-1213].

There is a significant statistic gender differences in their emotional development. The males are more developed emotionally in comparison with females. Similarly, there is a significant statistic gender differences in their learning ability, so that females are more developed in their learning in comparison with males.

Few researches treated regularly the differences between boys and girls in the issue of maturity and adjustment to school and academic readiness. A research that checked this correlation found that emotional adjustment of boys was higher than emotional adjustment of girls [23]. In concordance with the literary survey and the quantitative findings of the diagnostic part of our experiment, parents voted for adopting an adjusted curriculum that will address the complexity. These findings are supported by many previous researches that suggested flexible curriculums that answer the complexity of the local community [21, p. 1-18; 27, p. 69-74].

In conclusion, the parents' interviews stress the importance of age and the amount of its influence on maturity level suits the approach that age is a significant criterion of readiness to learning. The interviewed parents' attitude is reflected in seeing that maturity is a result of developmental stages with no connection to experience or interaction of family and society. Parents had intuitively figured out that entering school is not a self- understood matter. In the stage before maturity to learning in school, a child has to play and needs to be treated according to his age and his developmental stage.

3.2.2. Practical applications

The children from the experiment group of our research are the youngest children who are registered at school in comparison with the average age of entering school all over the world. As a result is their lack of readiness. The educational system should carefully consider their special needs and the need for more attention in relation with their older peers. To help them bridge the transition from kindergarten to elementary school and to succeed in school life. For almost all children the school entry happens when they turn six years old, unlike our younger children group in the current study, which were born in the period of October, November and December, which means that they enter school less than six years old. In other words, their entrance into the first grade is actually a high risky situation.

The subject of transition to school has engaged kindergarten teachers, supervisors, parents and the education system. There were always fears and thoughts. Parents always asked if their child is ready for school or if it is better to keep him an additional year in kindergarten. If the child was born in advanced months of the year, each question become more critical and entailed more questions whose answer was not obvious, but was vague and doubtful. The author consider that by letting a child, which was born in the last third of the year, to go to first grade involves risk, fears and question marks. The need thus increased to conduct this research since it brings practical answers, affords an opportunity to learn, has practical implications that may contribute to research and has a constructive and contributing educational vision. It is recommended to check the children's data, study information and skills such as language skills, vocabulary, mathematics and

general knowledge. The list of the abilities included in the child's data is important and a necessary background for child's adjustment to first grade, strengthening his self and his self versus the others. It is an important and significant process in transition. These are very important and are included in the research as a part of the cognitive area, but should be checked as a separate area. This aspect should be included as part of readiness measures, as connected to the list of skills necessary for first grade. The reason for this is the expectation of the child to be able to copy and move in a manner suited to his age, an ability to make advanced movements suitable to his age and keep his balance – which is an important area for acquiring motor skills in order to acquire writing skills. The study of the first grade is focused on reading and writing. It should be verified before starting first grade, that a child is capable of copying shapes, can cut and paste, have eye-hand coordination and good coordination between vision and good pencil holding.

Another target of the research was to check the existing differences between age groups from one class in school. The task was to verify if there were significant differences in the level of normative functioning at the time of transfer from kindergarten to first grade. This is another option for clarifying the issue of readiness. The existing differences are caused by the chronological age and decisions regarding the child's future. One of the critical decisions is keeping the child an additional year in kindergarten. In Israel, a significant percentage of the preschool class stays an additional year in kindergarten because of developmental delay in the cognitive, social and emotional areas. According to this, not each additional year in kindergarten necessarily helps the child's maturity. Therefore, a full diagnosis is needed to improve the quality of predicting readiness. One of those factors is the child's age, as is shown in the current research. The results show a deep examination in favor of the younger child in favor of remaining an additional year at kindergarten, in order to let time works. The research supports the opinion that the child's age delays his development and staying in kindergarten is a possible solution for his benefit and welfare.

The author highlights that all the key players have a significant role in promoting school readiness and in promoting the physical, social-emotional, and educational aspects of all young children for their quality early education. It is significant to spend effort on transition program. The current research did not check the size of schools and kindergartens. There was no reference to elements related to programs of transition between the checked kindergartens and schools, where the studied children are going from. It is known that transition programs may help in softening the transition and readiness should be improved. The research did not check if any intervention was conducted for a program of transition between frameworks. Such a program might influence the data. One of the key successful transitions depends on the nature of the relationships between all involved actors. Respectful, reciprocal relationships between the involved adults are also the key

factors in a successful transition. This is important for all children but seems to be especially influential for children with special needs. Another facet is increasing the opportunity to communicate with teachers, emphasizing that there is more than one indicator regarding adjustment. The child is ready to study when he is equipped with the complex of defined skills, which are essential for learning.

Networking with parents is helpful to support their children's learning. Supporting children's learning dispositions and positive expectations are likely to be particularly relevant for long-term success. Families can ensure children to have many opportunities to find out about school before they start and to get to know other children who plan to go to first grade or are attending their child's school. Once children are at school, families who get involved and advocate their children are likely to assist their transitions. In addition, parents can help in fostering their children's friendships with other children. It is a very important step that families can take to support children's transition to school.

The research used predicting adjustment and readiness of pre-school kindergarten children based on age and development. Therefore, the importance of raising the readiness issue based on true results and not only on prediction is fundamentally increased. Thus conducting comprehensive longitudinal research is recommended to follow the progress of the younger children in class, both in the first and second year, as well as their progress at older ages. School readiness, includes the readiness of the individual child, the school's readiness for children and the ability of the family and community to support optimal early child development. It is the responsibility of schools to be ready for all children at all levels of readiness. Children's readiness for kindergarten should become an outcome measure for community-based programs, rather than an exclusion criterion at the beginning of the formal educational experience.

Children's friendship with other children is an important step that families can take to support children's transition to school. In addition, the network with other parents and caregivers can be helpful. Rich learning experiences are also important and do not cost money. As regard children' school entry, families can ensure children to have many opportunities to find out about school before they start, and to get to know other children who plan to go to. Once children are at school, families who get involved and advocate their children are likely to assist their transitions. Parents have positive expectations and ensure children to have health checks. Positive, responsive relationships between children, teachers and families, and culturally responsive teaching and assessment are strong themes in ensuring long-term success. It foster children's relationships and friendships and create contexts, which reduce the negative consequences of not having friends.

To support children's transition to school is a measure for parents, school and teachers. The literature offer many ways, programs and strategies that teachers could implement, which can support children's transition to school. The orientation programs help children to become familiar with school, offer the positive opportunity to build an intervention process between all involved actors. As well as working with child, sharing information and working with families, connecting with funds of knowledge that children bring to school from home, making links between children's learning, providing opportunities for play that enables children to explore experiences, develop language and foster understanding, meaning and support. These programs can also constrain children's behavior and create anxiety, providing information activities for children and families, developing home-school partnerships.

The current research is also engaged in identifying the right age to start school. Most of the countries in the world believe that the ideal age to start formal studies is six years old. Also in many countries, school starts at the age of seven. In Israel, the starting age is six years old, but the cut-off date for registration is the end of December and the first day of study year in Israel is September 1. Accordingly, the children's start of first grade is risky, with a high probability of difficulties coping in a critical transfer from kindergarten to school. It is therefore important to give constant escort, containment and institutional flexibility to adjust the system to the needs of this group. The research results direct special attention to reevaluating the young children's development and evaluating the amount of their adjustment in the new framework. The research findings acknowledge the importance of biologic development, but beside these factors, we may find more factors that come from environmental factors that fit and interact with the biologic factor. There is functional disparity between the ages of classmates. Young children are more likely to have difficulties in transition from kindergarten to school than their older colleagues are. They are likely to have fewer resources to deal with conflict. Therefore, they might demonstrate distorted and interfering behaviors that may be interpreted as lack of social and emotional adjustment. We therefore suggest checking these results regarding a lack of adjustment at different ages. The practical implications of a lack of adjustment in older ages and in higher classes may also be answered. The disparity between ages in class should decline over time as the children are getting stronger and become equipped with different skills.

In our study, scholars enrolled in the first grade of primary school were grouped into two groups according to their age ranges as younger and older in the same class. As a result, it was observed that socio-emotional and academic adjustment scores of these two groups differ significantly in favor of the older children. This can be interpreted as the older children have higher socio-emotional adjustment levels. This is despite declarations about the maximum importance of

the ability for emotional regulation and the importance of social skills as a major and valuable part of maturity during the transition from kindergarten to first grade. In addition, the results are supported by some of the definitions of the terms readiness and maturity that may be seen as the ability that includes social, learning and emotional ability as an important condition for readiness. The social emotional aspect is no less important from the academic aspect, as the research results reflect. The perception of the term "adjustment" is seen as a flexible and changing dimension and is affected by the institution's educational and social framework. It is about the child's functioning in the institutional system, in which adjustment is grounded in the values of the society to which the appreciated students belong and in the expectations derived of the student's functioning in the institution in which he studies. The evaluation of adjustment is considered mainly subjective and is based on the evaluating educator's attitude. Therefore the goal is to minimize as much as possible the subjective base in the evaluation of the term by choosing a tool that contains literal clear statements, relevant for each institution.

3.3. Conclusions to Chapter 3

1. The basis of the diagnostic results had been decided upon the critical socio-emotional indicators that could be included and influenced through pedagogic experiment. Consequently, the opportunity to practice and gradually acquire relevant socio-emotional coping strategies during the implementation of practical experiment, some supportive tools had been supplied with young children in their coping process with psycho-emotional issues. It was concluded that becoming competent in managing conflicts with peers, learning to solve issues assertively without becoming overwhelmed, could help young children become more competent pupils, belonging to the new educational environment of school in spite of their problematic starting point. The new coping resources, which had become available through pedagogical program, had a significant impact over the initial lack of readiness. The indicators which had been identified in the ascertaining experiment, served as benchmarks in elaborating formative program, in choosing the issues addressed during the intervention and subsequently in elaborating and adapting strategies and methods with a formative perspective.

2. The efficacy of the formative program as a whole, the activities and methods aimed at fostering the missing of socio-emotional coping strategies for young children. All activities within the intervention program had as a result the melioration of the socio-emotional indicators, whose low value in the initial phase represented a certain way to fail at school. The formative experiment had as a result the following important phenomena – the improvement of the young pupils' socio-

emotional key performance indicators. The enhancing of socio- emotional strategies for young children by means of educational program, which had been elaborated and implemented through this research, can stand at the basis of ensuring an improved whole functioning as school pupils. Considering the age factor as an essential issue in predicting the grade of readiness and consecutive adjustment and success at school, it can be presumed that adequately approaching the phenomena of lack of readiness within young children is a critical issue, which has to be met at an early stage of entering school.

3. Interventional program was to promote the socio-emotional development of young pupils in order to close the gap between them and their older peers. Before entering into the program all children from both groups-the young children who participated in the experiment procedure and their older peers who formed the control group had been evaluated as to their socio-emotional functioning. The same evaluation had been effectuated at the end of the intervention. The results show a clear improvement of socio-emotional functioning of the young children in comparison with themselves at the initial phase of the intervention program, although they did not totally close the gap with their peers who probably might need additional intervention and some extra time.

4. The correlation between the factor of cognitive learning adjustment and the age factor was not very strong as it had been expected and as opposed to socio-emotional element. It can be assumed that the cognitive capacity of young children is not far away from that of their older peers, which strengthens the presumption that it is the socio-emotional functioning, which causes the most difficulty in the passage phase of the young children, who enter school unequipped to manage with the new challenging requirements. Furthermore, the difference between boys and girls in their adjustment level to school was not confirmed. There was not found a socio-economic factor to be as significant as it had been expected at the beginning of the research, which leaves us again with the most significant criteria of the socio-emotional coping capacity as meta-capacity. Which can predict school readiness and adequate adjustment of young pupils to school at a high level of accuracy and therefore it had been chosen as the key competence to be accomplished by the means of the interventional program.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

This research concerns one of the most current and complex problems of the educational system - fixing the pedagogical adjustment of children to educational process. For the first time this issue is examined in another perspective, that of identifying particularities and specificities of two preschool age categories: children born in the first triad of the year / children born in the last triad of the year. In this context, the obtained results in the investigation led us to formulate the following conclusions:

1. The research demonstrated that the psycho pedagogical conditions of children' adjustment to primary school acts as a coherent system comprising: *internal conditions*: admission to school age (children born in the first triad of the year / children born in the last triad of the year); social development (sociability, aggressiveness, leadership qualities, activism, independence, energy child); emotional development (emotional stability, mood, external appearance, honesty, acceptance of the child by the teacher); development of learning skills (perseverance, concentration, perception, ambition, interest, self-confidence of the child) and *external conditions*: parent education level (low, medium, higher); child's support by family (emotional and social dimensions of development, providing support and encourage the child to meet school requirements); family and school climate (psycho-emotional and moral atmosphere in which the child is within the family and school); teacher's competence (ability to communicate and relation with child and family).

2. It has been determined that the age of child greatly influences children's readiness to learn. Our results have shown significant differences between the age groups studied on their socio-emotional development. Children born in the first triad of the year show a significantly higher degree of socio-emotional development than children born in the last triad of the year.

3. The research results have confirmed the presence of gender differences as both at the class level and age group: at class, the boys show a higher degree of emotional development and learning skills than girls; at level of age group: within groups of small children, boys are more developed than girls emotionally and of learning skills; within groups of older children, boys are better than girls developed at all investigated components.

4. It has been demonstrated that the level of parents' education affects children's school adjustment. As higher the education level of parents is, so the degree of emotional development of children is higher. However, there are no significant differences between the education level of parents, social development and learning abilities of children. Parents with a high level of education consider the emotional development of the child as decisive phase for schooling, granting them special attention, while cognitive and social problems are left for the subsequent phase.

5. The results show that educational formative activities approach guidance, explanation, and concretization, used in the formative interventions should be geared towards assisting and advising parents, given the fact that only a joint pact between staff kindergarten / school and parents can ensure successful and harmonious development of a child.

6. It was established that for promotion of positive experiences, in order to overcome successfully the difficulties of the transition period, is increased the role of assistance programs for children (formation of socio-emotional skills of children focused on facilitating of communication, confidence building, encouraging an effective networking with colleagues, simulation of life situations). The importance of teachers, parents and educational institution in this period is crucial; a decisive role has the achieving of partnership among key players, support and supervision of children during the first classes of primary school, friendly support of relations between children, granted, in case of necessity, an additional year of kindergarten.

7. There was demonstrated the value of research, whose *solved scientific issue* is to establish an effective psycho pedagogical conditions of kindergarten children' adjustment to primary school, having as a result the optimizing of transition, and its application in the educational system of Israel.

The research results allow us to offer a set of *recommendations*:

Recommendations for teachers:

- To stimulate the integration of small children in the classroom;
- To create a family atmosphere, to support interpersonal relationships in the classroom, to be responsive to the needs of the child;
- To organize activities of assistance that allow the child to gradually adapt to the learning process;
- To create an environment of safety and mutual trust between child and school;
- To sustain a close contact with the child's parents.

Recommendations for educators*:*

- To provide a central role to socio-emotional aspects of small child, focused on behavior and routine classroom activities;
- To make sustained efforts to maintain close contact with the school;
- To create an appropriate atmosphere that of the school, which would lead to subsequent adjustment of the child to the educational process;
- To pay special attention to educational continuity kindergarten / school and creating a transition program in benefits to the child.

Recommendations for parents:

- To systematically inform about the age peculiarities of children;

- To draw attention to the child's needs during the period of transition;
- To support the development of child’s emotional and social dimensions;
- To provide support and encourage each step of the child in order to cope with the demands of the teacher / school;
- To cooperate with teachers and be available for the child, especially in the first days of school;
- To participate actively in school life.

BIBLIOGRAPHY

1. Alcock, K.J., Ngorosho, N., Deus, C., & Jukes, M.CH., We don't have language at our house: Disentangling the relationship between phonological awareness schooling and literacy. *British Journal of Educational Psychology*, 2010, vol. 80, p. 55-76.

2. Alexander, K. L., & Entwisle, D. R., Facilitating the transition to first grade: The nature of transition and research on factor. *Elementary School Journal*, 1998, vol. 98(4), p. 351-364.

3. Alexander, K. L., Entwisle, D. R. & Kabbani, N. S. The dropout process in life course perspective: Early risk factors at home and school. *Teachers College Record 2001* vol.103, p.760 - 822.

4. Anastasi, A., *Psychological Tests*. The Open University. 1990

5. Aram, D., The continuity in children's literacy achievements: A longitudinal perspective from kindergarten to second grade. *First Language*. 2005 vol. 25 (3), p. 259-289.

6. Aram, D. Early literacy intervention: The relative roles of storybook reading, alphabetic activities and their combination. *Reading and Writing*. 2006 vol. 19 (5), p.489-515.

7. Ashton, J., Woodrow, C., Johnston, C., Wangmann, J. & Singh, L. Partnerships in development. *Australian Journal of Early Childhood*. 2008 vol. 33 (2). p. 10-16 Learning.

8. Astbury, B. *Evaluation of transition: A positive start to school pilots.* Melbourne: University of Melbourne Centre for Program Evaluation. 2009.

9. Averill, J. (2013). Individual Differences in Emotional Creativity: Structure and Correlates. Journal of Personality, 67, 331-371.Belitcheva, S. (Ed.) *Diagnostics of school disadjustment*. Moscow: Social Health of Russia Press. 1999.

10. Belsky, J, Two waves of day-care research: Developmental effects and conditions of quality, in, R. Ainslie (Ed.), *The Child and Day-care Setting*. New York Praeger. 1984 p. 1-34.

11. Bennett J, C. Tayler. *Starting Strong 2: The OECD thematic reviews of early childhood education and care*. Organization for Economic Co-operation and Development, Paris. 2005.

12. Bensky, M., *An analysis of predicting the achievements of a pupil in first grade according to readiness data in kindergarten: a group readiness test and the kindergarten teacher's preparation.* MA thesis, Haifa University. 1992.

13. Bentin S., Hammer R., & Cahan S. The effects of aging and first grade schooling on the development of phonological awareness. *Psychol Sci*. 1991 vol. 2(4) p. 271–274.

14. Bergan J.R., Sladeczek I.E., & Schwarz R.D. Effects of a measurement and planning system on kindergarten cognitive development and education programing. *American Education Research Journal*. 1991. vol. 28 (3), p. 683-714.

15. Bicke, S. Hammer, & R. Cahan S. The effects of aging and first grade schooling on the development of phonological awareness. *Psychol Sci;* 1991.vol. 2(4) p. 271–274.

16. Birrell, V.H., Philips, C. J., & Stott, D.H., Learning style and school attainment in young children: follow up study. *School Psychology International*. 1985 vol. 6, p. 207-218.

17. Bisanz, J., Morrison, F.J., & Dunn, M. Effects of age and schooling on the acquisition of elementary quantitative skills. *Developmental Psychology*. 1995. vol. 31(2) p. 221-236.

18. Black, S.E., Devreux, P., & Salvanes, K.G., *Too young to leave the nest? The effects of school starting age*. 2008.

19. Black S., The relationship of personal characteristics with the review. 1992, vol. 30, p. 110-134.

20. Blenkin, G. M., & Kelly, A. V, (Eds). *Assessment in early childhood education*. London: Paul Chapmen Publishing. 1992

21. Bohan-Baker, M., & Little, P. M. D. *The transition to kindergarten: A review of current research and promising practices to involve families*. Harvard Family Research Project. Cambridge. 2004 vol. April. p. 1 - 10.

22. Bozhovitch, L. The stages of the development of personality in onthogenesis. I.V. Dubrovina, A.M. Prikhozhan & V.V. Zatsepin (Eds.) *Developmental and pedagogical psychology*. 2001 p.78-82. Moscow: Akademia.

23. Branco, Weiss: Vygotsky, L. *Thought and culture*. A. Cosolin & Eilam (Eds.). Jerusalem. 2003

24. Bradley, R. H., McKelvey, L. M., & Whiteside-Mansell, L. Does the quality of stimulation and support in the home environment moderate the effect of early education programs? *Child Development*. 2011 vol. 82 p. 2110–2122.

25. Brandes, J. A., Ormsbee, C. K., & Haring, K. A. *From early intervention to early childhood programs: Timeline for early successful transitions* (Test). Intervention in School and Clinic 2007 vol. 42, no. 4 p. 204-211.

26. Breznitz, Z., & Teltsch, T. The effect of school entrance age on academic achievement and social-emotional adjustment of children: Follow-up study of fourth graders. *Psychology in the Schools*. 1989 vol. 26(1) p.62-68.

27. Brody, G. H., Murry, V. M., Kim, S., & Brown, A. C. Longitudinal pathways to competence and psychological adjustment among African American children living in rural single parent households. *Child Development*, 2002 vol. 73. P. 1505-1516.

28. Bromstrom, S. Problems and barriers in children's learning when they transit from kindergarten to kindergarten class in school. *European Early Childhood Education Research Journal* Themed Monograph Series. 2003 vol. 1, p. 51-66.

29. Bronfenbrenner, U., & Morris, P. The ecology of developmental processes, in, W. Damon & R.M., Lerner (Eds,), *Handbook of child psychology*. *Theoretical models of human development*. New York: Wiley.1998. Fifth ed. Vol. I, p. 993-1028.

30. Buss, A.H., & Plomin, R. *Temperament: Early developing personality traits*. 1984.

31. Calkins, S. D. (2004). Early attachment processes and the development of emotional self-regulation. In R. F. Baumeister & K. D. Vohs (Eds.), *Handbook of self-regulation: Research, theory, and applications* (pp. 324–339). New York: Guildford Press.

32. Cahan, S., & Cohen, N. Age versus schooling effects on intelligence development. *Child Development* 1989 vol. 60(5) p.1239-1249.

33. Cameron C., & Wilson B.J., Beginning school age and achievement. *Psychology in the Schools.* 1985 vol. 22(1) p. 93-94.

34. Cameron E.M., & Reinhertz H., Birthdate effects on school performance and adjustment: A longitudinal study. *Journal of Educational Research*. 1986 vol. 79(6) p. 366-372.

35. Cameron, M.B., & Wilson B.J. The effects of chronological age, gender, and delay of entry on academic achievement and retention: Implications for academic redshirting. Psychology in the Schools. 1990 vol. 27(3) p.260-263.

36. Cardoso-Martins, C., Mesquita, T.C.L., & Ehri, L. Letter names and phonological awareness help children to learn letter-sounds relation. *Journal of Experimental Child Psychology*. 2011 vol. 109 p. 25-38.

37. Carlton, M. P. & Winsler, A. School readiness: The need for a paradigm shift. School *Psychology Review* 1999 vol. 28, no. 3 p. 338-352.

38. Carnegie Task Force. *Starting points: meeting the needs of our youngest children*. 1994

39. Cascio, E., & Schanzenbach, D.W. First in the Class? *Age and the Education Production Function.* 2007

40. Chen, X., Nguyen, T.K., Hong, G., Xu, F., & Wang, Y. Effect of cross-language transfer on first- language phonological awareness and literacy skills in Chinese children receiving English instruction. *Journal of Educational Psychology*, 2010 vol.102 (3) p. 712-728.

41. Cohen, J. *Helping young children succeed: strategies to promote early childhood social and emotional development*. Denver, Colorado: National Conference of State Legislatures. 2005

42. Corter et al. *Toronto first duty phase one Summary Report: Evidence-based understanding of integrated foundations for early childhood*. Toronto First Duty, City of Toronto, Government of Canada's Social Development Partnerships Program, Toronto. 2006

43. Coulton, C., Theodos, B., & Turner, M. *Family mobility and neighborhood change: New evidence and implications for community initiatives*. Washington, DC: The Urban Institute. 2009.

44. Cowan, P. A. *The family context of parenting in children's adjustment to elementary school*. Mahwah: Lawrence Erlbaum Associates. 2005

45. Crosser, S.L., Summer birth date children: Kindergarten entrance age and academic achievement. *Journal of Educational Research*. 1991 vol. 84(3) p.140-146.

46. Dail, A. R. & McGee, L. M. Transition to kindergarten: Reaching back to preschoolers and parents through shared summer school. *Childhood Education* 84, 2008 vol. 5 p. 305-310.

47. Datar, A. Does delaying kindergarten entrance give children a head start? *Economics of Education Review*, 2006 vol.25 p. 43 – 62.

48. Davis-Kean, P.E. The influence of parent education and family income on child achievement: The indirect role of parental expectation and the home environment. *Journal of Family Psychology*, 2005 vol. 19 p.294-304.

49. Deegan, J. G. *Children's friendships in culturally diverse classrooms*. 1996

50. Denham, S. A. Social-emotional competence as support for school readiness: What is it and how do we assess it? *Early Education & Development*, 2006 vol. 17(1) p. 57-89.

51. *Department of Education and Early Childhood Development. Blueprint for Education and Early Childhood Development*. Victoria: Department of Education and Early Childhood Development. 2008

52. *Department of Education and Early Childhood Development Transition: A Positive Start to School Victoria*: Department of Education and Early Childhood Development. 2009.

53. *Department of Education and Early Childhood Development Victorian Early Years Learning and Development Framework: A Draft for Trial and Validation*. Victoria: Department of Education and Early Childhood Development. 2009.

54. Dockett, S. & Perry, B. *Starting School: Effective transitions early childhood*, 2001.

55. Dockett, S., Perry, B & Tracey, D. *Getting ready for school*, 2000

56. Dockett, S. & Perry, B. Children's views and children's voices in starting school. *Australian Journal of Early Childhood* 2003, vol. 26, no. 1, p.12 - 17.

57. Dockett, S. & Perry, B. Starting School: Perspectives of Australian children, parents and educators. *Journal of Early Childhood Research* 2, 2004, vol. 2, p.171-189.

58. Dockett, S. & Perry, B. As I have to learn, it got fun: Children's reflections on their first year at school. Australian Association for Research in Education, Annual Conference. 2004.

59. Dockett, S. & Perry, B. Starting school in Australia is a 'bit safer, a lot easier and more relaxing': Issues for Families and Children from Culturally and Linguistically Diverse Backgrounds. *Early Years 25*, 2005, vol. 3, p. 271-281.

60. Dockett, S. & Perry, B. *Our family is starting school*. Baulkman Hills: Pademelon Press. 2006.

61. Dockett, S., & Perry, B. *Transitions to school: Perceptions, expectations, experiences.* Sydney: University of NSW Press. 2007

62. Dockett, S. & Perry, B., *Starting school : A community endeavor*. Childhood Education 2008, vol. 84 - 5, p. 274.

63. Dockett, S. & Perry, B., Readiness for school: a relational construct. *Australasian Journal of Early Childhood* 2009, vol. 34(1) p. 20-26.

64. Doucet, F. How African American parents understand their and teachers' roles in children's schooling and what this means for preparing preservice teachers. *Journal of Early Childhood Teacher Education* 2008, 29, no. 2, 108-139.

65. Dunlop, A-W., & Fabian, H. (Eds.) *Informing transitions in the early years: Research, policy and practice*. London: OUP/McGraw Hill. 2007.

66. Early, D. M., Pianta, R. C., Taylor, L. C., & Cox, M. J., Transition practices: Findings from a national survey of kindergarten teachers. *Early Childhood Education Journal*, 2001, vol. 28, no. 3, p.199-206.

67. Educational Transitions and Change (ETC) *Research Group. Transition to school: Position statement* Albury-Wodonga: Research Institute for Professional Practice, Learning and Education, Charles Stuart University. 2011

68. Einarsdóttir, J. When the bell rings, we have to go inside: Preschool transitions children's views on the primary school. In: *European Early Childhood Education Research Monograph*, 2003, vol. 1, p. 35 - 50.

69. Elder, T. E., & Lubotsky, D. H., Kindergarten Entrance Age and Children's Achievement, The Journal of Human Resources, University of Wisconsin System, 2008.

70. Elkonin, D. School education – its peculiarities. I.V. Dubrovina, A.M. Prikhozhan & V.V. Zatsepin (Eds.), *Developmental and pedagogical psychology: textbook*. Moscow: Akademia. 2001 p.67-78.

71. Entwisle, D. R., Alexander, K. L., & Olson, L. S. Early schooling: The handicap of being poor and male. *Sociology of Education*, 2010, vol. 80, p. 114-138.

72. Fabian, H. & Dunlop, A.-L., *Outcomes of good practice in transition processes for children entering primary school*. UNESCO, Paper commissioned for the EFA Global Monitoring Report 2007, Strong Foundations: Early Childhood Care and Education. 2006.

73. Farmer, T. W., Irvin, M. J., Thompson, J. H., Hutchins, B. C., & Leung, M.-C. School adjustment and the academic success of rural African American early adolescents. The Deep South. *Journal of Research in Rural Education*. 2006 vol. 21(3).

74. Fenlon, A., Paving the way to kindergarten for young children with disabilities. *Young Children,* 2005, vol. 60, no. 2, p. 32-37.

75. Fowler, M.G., & Cross-, A.W. Preschool risk factors as predictors of early school performance. *Developmental and Behavioral Pediatrics*, 1986, vol. 7.p. 237-241.

76. Fredrikkson, P., & Ockert, B. *Is Early Learning really More Productive? The Effect of School Starting Age on School and Labor Market Performance*. 2006.

77. Giallo, R., Kienhuis, M., Treyvaud, K., & Matthers, J. A., Psychometric evaluation of the parent self-efficacy in managing the transition to school scale. *Australian Journal of Educational and Developmental Psychology,* 2008, vol 8 p. 36-48.

78. Gill, S., Winters D. & Friedman, D. S., Educators' views of pre-kindergarten and kindergarten readiness and transition practices. *Contemporary Issues in Early Childhood*, 2006, vol. 7, no. 3, p. 213-227.

79. Gilliam, W. S., & Shahar, G. (2006). Preschool and child care expulsion and suspension: Rates and predictors in one state. *Infants and Young Children, 19(3)*, 228–245.

80. Graue, M. E., *Read for what? Constructing meaning of readiness for kindergarten* Albany, NY: State University of New York Press. 1993

81. Graziano, P. A., Reavis, R.D., Keane, S.P. & Calkins. The role of emotional regulation in children's early academic success. *Journal of School Psychology*, 2007, vol. 45, p. 3-19.

82. Gredler, G. R. *School readiness: Assessment and educational issues*. Branden, VT: Clinical Psychology Publishing. 1992

83. Greenspan, S.I. The efficacy of preventive intervention: glass half full? *Zero to Three*, 1985, vol. 5(4), p.1-5.

84. Gullo, D.F., & Burton, B.B. Age of entry, preschool experience and sex as antecedent of academic readiness. *Early Childhood Research Quarterly*, 1992, vol.7, p.175- 186.

85. Gumple, T.P. Use of item response theory to develop a measure of first grade readiness. *Psychology in Schools*, 1999, vol. 36 (4), p. 285-293.

86. Guralnick, M. J., Family influences on early development: Integrating the science of normative development, risk and disability, and intervention. K. McCartney & D. Phillips (Eds.), *Handbook of early childhood development*. Malden, MA: Blackwell. 2006. p. 44–61.

87. Hammond, C, H., Not ready. Do not push me! *Childhood Education*, 1986, vol. 62(4), p. 276-280.

88. Hámori, S., & Köllő, J., Whose children gain from starting school later? Evidence from Hungary, *IZA DP No. 5539'* February 2011.

89. Hango, D. W. The long-term effect of childhood residential mobility on educational attainment. *Sociological Quarterly*, 2006 vol. 47, p. 631–664.

90. Hay, I. & Fielding-Barnsley, R. Competencies that underpin children's transition into early literacy. *Australian Journal of Language and Literacy*, 2009, vol. 32(2), p.148-162.

91. Hayes, C.D., Palmer, J, L., & Zaslow, M.J. *Who cares America's children? Child care policy for the 1990s.* Washington DC: National Academy Press. 1990.

92. Heckman J.J. The economics, technology, and neuroscience of human capability formation. *Proc Natl Acad Sci* USA, 2007, vol. 104(33) p.13250–13254.

93. Hermoni, M. *The correlation between cognitive functioning in infancy and readiness for first grade*. M.A. thesis, Haifa University. 1996.

94. Hossein Khanzadeh, A. A. *Psychology and Education of Children with Special Needs.* Tehran: Publication of Sound of Light (2013).

95. Janus, M., Kopechanski, L., Cameron, R., & Hughes, D. In Transition: Experiences of parents of children with special needs at school entry. *Early Childhood Education Journal* 2008, Vol. 35, no. 5, p. 479-485.

96. Janus, M. Lefort, J. Cameron, R. & Kopechanski, L. Starting kindergarten: Transition issues for children with special needs. *Canadian Journal of Education*, 2007, vol. 30, no. 3, p.628-648.

97. Johnson, J., & Strange, M. *Why rural matters 2005: The facts about rural education in the 50 states.* Arlington,VA: Rural School and Community Trust. 2005.

98. Justice, L. M., Bowles, R.P., Pence-Turnbull, K.L. & Skibbe, L.E School readiness among children with varying histories of language difficulties. *Developmental Psychology*, 2009, vol.45 (2) p.460-476.

99. Kagan, S. L. Early care and education: Beyond the fishbowl. In: Phi Delta Kappan, 1994, vol.76, p.184—188.

100.Kagan, S. L. & M. J. Neuman, Lessons from three decades of transition research. *The Elementary School Journal*, 1998, vol. 98, no. 4, p.365 – 379.

101.Karabanova, O. *Social situation of the development of a child: Its structure, dynamics principles of intervention*. Moscow: MSU. 2002

102.Kipnis, A. *The process of adjustment for first grade. Examining a sense of coherence, behavior difficulties, and academic achievements of pupils in their first year at school*. M.A. thesis, Tel Aviv University. 1998.

103.Knudsen, E.I., Heckman, J.J., Cameron, J.L., Shonkoff, J.P., Economic, neurobiological, and behavioral perspectives on building America's future workforce. *Proc Natl Acad Sci USA*, 2006, vol. 103(27), p.10155–10162.

104.Kolominsky, Y., Panko, E. *Psychology of six-year-old children for a teacher*. Moscow: Pedagogics. 1988.

105.Korat, O & Levin, I. *Maternal beliefs, mother-child interaction and child literacy: Comparison of independent and collaborative text writing between two social groups*. Applied Development Psychology, 2001, vol. 22, p.397-420.

106.Krovetz, M. L. *Fostering resiliency*. California: Corwin Press. 1999

107.La Paro, K. M. & Pianta, R. C., Predicting children's competence in the early school years: A meta-analytic review. *Review of Educational Research*, 2000, vol. 70, no. 4, p.443-484.

108.La Paro, K., Pianta, R. & Cox, M., Kindergarten teachers' reported use of kindergarten to first grade transition practices. *The Elementary School Journal*, 2000, vol.101 (1) p.63-78.

109.Ladd, G.W. Peer relationships and social competence during early and middle childhood. *Annual Review of Psychology*, 1999, vol. 50, p.333-359.

110.Lara-Cinisomo, S. Fuligni, A. S. Ritchie, S. Howes, C. & Karoly, L. Getting ready for school: An examination of early childhood educators' belief systems. *Early Childhood Education Journal*, 2008, vol. 35no. 4, p. 343-349.

111.Lee, V.E, & Burkam, D. *Inequality at the starting gate: Social background differences in achievement as children begin school EPI books*. 2002.

112.Lengua, L. J. (2002). The contribution of emotionality and self-regulation to the understanding of children's response to multiple risk. *Child Development, 73*, 144–161.

113.Leuven E, Lindhal M, Oosterbeek H, Webbnik D., Expanding schooling opportunities for 4-yearolds. *Economics of Education Review* 2010, vol. 29, p.319 – 328.

114.Literature Review Transition: a positive start to school November/December 2008, p. 14-18.

115.Louis, M. R., *Administrative Science Quarterly*, 1980, Vol. 25, No. 2, p. 226-251.

116.Luskanova, N. *Methods of study of children with learning problems*. Moscow: Altapress. 1993.

117.Mangione, P. L. & Speth, T., The transition to elementary school: A framework for creating early childhood continuity through home, school, and community partnerships. *The Elementary School Journal*, 1998, vol. 98, no. 4, p.381-397.

118.Manolitsis, G., & Tafa, E. Letter-name letter- sound and phonological awareness: Evidence from Greek-speaking kindergarten children. *Read writ*, 2009, vol. 24, p.27-53.

119.Margetts, K. Preparing children for school benefits and privileges. *Australian Journal of Early Childhood*, 2007, vol. 32 (2), p/ 43-50.

120.Mashburn, A. J. & Pianta, R.C. Social relationships and school readiness. *Early Education & Development*, 2006, vol.17 (1), p. 151-176.

121.Masten, A. *Early childhood development in the context of mobility: Conceptual perspectives*. Presentation at the National Academy of Sciences workshop, Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods, Washington, DC. 2009.

122.McClelland, M. M., Acock, A. C., & Morrison, F. J. (2006). The impact of kindergarten learning-related skills on academic trajectories at the end of elementary school. *Early Childhood Research Quarterly, 21*, 471–490.

123.McEwan, P.J., & Shapiro, J.S., The benefits of delayed primary school enrollment: Discontinuity estimates using exact birth dates.

124. *The Journal of Human Resource*, 2007, vol 43(1), p.1 – 29.

125.McIntyre, L. L. Blacher, J. & Baker, B. L. The Transition to School: Adjustment in Young Children with and without Intellectual Disability. *Journal of Intellectual Disability Research*, 2006, vol. 50, no. 5, p.349-361.

126.McIntyre, L. L. Eckert, T. L. Fiese, B. H. DiGennaro, F. D & Wildenger, L. K. Transition to Kindergarten: Family Experiences and Involvement. *Early Childhood Education Journal*, 2007, vol.35, no. 1, p.83-88.

127.McLellan, D.E. & Katz, L.G., *Assessing Young Children's Competence*. 2001

128.Meisels, S.J. Assessing Readiness in R.R. Pianta & M.M. Cox (eds.) *The transition to Kindergarten* Baltimore, MD: Paul Brookes, 1999 p. 39-66.

129.Melhuish, E. C., Phan, M. B., Sylva, K., Sammons, P., Siraj-Blatchford, I., & Taggart, B. Effects of the home learning environment and preschool center experience upon literacy and numeracy development in early primary school. *Journal of Social Issues*, 2008, vol. 64, p.95–114.

130.Morrison, F.J., Alberts, D.M., & Griffith, E.M., Nature-nurture in the classroom: Entrance age, school readiness, and learning in children. *Developmental Psychology*, 1997, vol. 33(2), p.254-262.

131.Myers, R. G. Removing Roadblocks to Success. Transitions and Linkages between Home, Preschool and Primary School, The Consultative Group on Early Childhood *Care and Development Coordinators Notebook* No. 21. 1997.

132.Nash, J.M. Fertile Minds. *Time,* 1997, vol. 149 (6), p.50-59.

133.Natalia V. Sabelnikova. *Self-Esteem, Child-Mother Attachment and School Adjustment of First-Grade Schoolchildren.* Barnaul State Pedagogical University, Russia. 2004.

134.Neilsen-Hewett, C.M. *Children's peer relations and school adjustment looking beyond the classroom walls*, unpublished doctoral thesis, Macquaris University. 2001.

135.Nezhnova, T. Dynamics of inner position in the transition from preschool to school age. Vestnik MSU, 1988 ser.14, *Psychology,* vol. 1, p.46-50.

136.O'Donnell, K. & Mulligan, G. *Parents' reports of the school readiness of young children from the National Household Education Surveys Program*. 2008.

137.O'Gorman, L. The Preparatory Year in a Queensland Non-Government School: Exploring Parents' Views. *Australian Journal of Early Childhood*, 2008, vol. 33, no. 3, p.51-58.

138.Oishi, S., & Schimmack, U. Residential mobility, well-being, and mortality. *Journal of Personality and Social Psychology*, 2010, vol. 98, p.980–994.

139.O'Kane, M. *The Transition to School in Ireland: What Do the Children Say?,* International Centre for Early Childhood Development and Education Conference, Vision into Practice: Making Quality a Reality in the Lives of Young Children. 2007.

140.O'Kane, M. & Hayes, N. The Transition to School in Ireland: Views of Preschool and Primary School Teachers. *International Journal of Transitions in Childhood,* 2006, vol. 2, p.4-16.

141.Oliver, L. A. Be Prepared: Tips for Transitioning into Early Childhood Education. *Exceptional Parent*, 2008, vol. 38, no. 9, p.20-22.

142.Pamela, C. High. School readiness. *Pediatrics*, 2008, vol. 121(4), p.1008–1015.

143.Panter J. E. & Bracken, B.A., Validity of the Bracken School Readiness Assessment for predicting first grade readiness. *Psychology in the Schools,* 2009, vol. 46(5), p. 397-409.

144.Parker, J.G. & Asher, S.R. Peer relations and later personality adjustment: Are low accepted children at risk? *Psychological Bulletin,* 1987, vol. 102(3), p. 357-389.

145.Pasha Sharifi, H., & Ghodrati, M. (2010). Examining Creative Talent of Gifted Female Students Studying in Schools for Exceptional Talents, Private and Public Schools. *New Journal of Industrial/Organizational Psychology, 1,* 31-40.

146.Peled, H., *The transition to kindergarten and then to first grade involves a very new language – the scientific language*. 2004.

147.Perry, B. Dockett, S. & Horward, P. Starting School: Issues for Children, Parents and Teachers. *Journal of Australian Research in Early Childhood Education*, 2000, vol. 7, no. 1, p.41 - 53.

148.Peterson, R. W. School readiness considered from a neuro-cognitive perspective. *Early Education and Development*, 1994, vol. 5 (2), p.120-140.

149.Pianta, R.C & Cox, M.J. *Transition to Kindergarten. Early Childhood Research and Policy Briefs* 2 (2/ Winter) 1-4. Chapel Hill, North Carolina: National Center for Early Development and Learning, University of North Carolina. 2002.

150.Pianta, R. C. Kraft-Sayre, M. Rimm-Kaufman, S. Gercke, N. & Higgins, T. Collaboration in Building Partnerships between Families and Schools: The National Center for Early Development and Learning's Kindergarten Transition Intervention. *Early Childhood Research Quarterly*, 2001, vol.16, no. 1, p.117-132.

151.Pianta, R. C., & Rimm-Kaufman, S. E. The social ecology of the transition to school: Classrooms, families, and children. In K. McCartney & D. Phillips (Eds.), *Blackwell handbook of early childhood development*, 2006 pp. 490–507.

152.Pollard, A. *The Social World of Children's Learning*. London: Cassell. 1996.

153.Potter, G. & Briggs, F. Children Talk about Their Early Experiences at School. In: *Australian Journal of Early Childhood*, 2003, vol. 28, no. 3, p.44-49.

154.Raju, M.V.R. & Khaja, T. Rahamtulla. Adjustment Problems among School Students. *Journal of the Indian Academy of Applied Psychology*, Andhra University, Visakhapatnam January, 2007, vol. 33, No.1, p.73-79.

155.Rimm-Kaufman, S. E., La Paro, K. M., Downer, J. T., & Pianta, R. C. (2005). The contribution of classroom setting and quality of instruction to children's behavior in the kindergarten classroom. *Elementary School Journal, 105(4)*, 377–394.

156.Rock, D. A. & Stenner, A.J. Assessment issues in the testing of children at school entry. *Future of Children,* 2005, vol.15 (1), p.15-34.

157.Rogers, C. *Freedom to Learn for the Eighties*. USA: McMillan Merrill. 1983.

158.Rosenkoetter, S. E. Hains, A. H. & Dogaru, C. Successful Transitions for Young Children with Disabilities and Their Families: Roles of School Social Workers. *Children & Schools*, 2007, vol. 29, no. 1, p.25-34.

159.Rous, B. S. & Hallam, R.A. *Tools for transition in early childhood: a systematic guide for agencies, teachers and familie*s. Baltimore: Paul H. Brookes Publishing. 2006.

160. Rous, B. Myers, C. T. & Stricklin, S. B. Strategies for Supporting Transitions of Young Children with Special Needs and Their Families. *Journal of Early Intervention*, 2007, vol. 30, no. 1, p.1-18.

161. Rudasill, K. M. & Konold, T. R. Contributions of Children's Temperament to Teachers' Judgments of Social Competence from Kindergarten through Second Grade. *Early Education and Development*, 2008, vol. 19, no. 4, p.643-666.

162. Rutter, M. and Rutter, M. *Developing Minds: Challenge and Continuity Across the Life Span*. London: Penguin. 1992.

163. Sabri, M., Alborzi, M., & Bahrami, M. (2013). Relationship between Family Communication Patterns, Creativity, Emotional Intelligence in High School Students. *Journal of Modern Psychology, 9*, 35-63.

164. Sally P. *Literature Review: Transition from Early Childhood Education to School*. Report to the Ministry of Education. 2010.

165. Sammons, P. Sylva, K. Melhuish, E.I. Siraj-Blatchford, B. Taggart & Elliot, K. *The Effective Provision of Pre-School Education (Eppe) Project: Technical Paper 8a - Measuring the Impact of Pre-School on Children's Cognitive Progress over the Pre-School Period.* DfEE, Institute of Education, University of London, London. 2002

166. Sanders, M. *Clinical assessment of learning: Model. Process and remedial planning*. Boston: Allyn and Bacon. 1992.

167. Scarr, S., & Eisenberg, M. Child care research: Issues, perspectives, and results. In: *Annual Review of Psychology*, 1993, vol.44, p.613-6644.

168. Shany, M., Geva, E., & Melech-Feder, L., Emergent literacy in children of immigrants coming from a primary oral literacy culture. *Written Language & Literacy*, 2010, vol.13: 1, p.24-60.

169. Sharpe, P. Preparing for Primary School in Singapore - Aspects of Adjustment to the More Formal Demands of the Primary One Mathematics Syllabus. *Early Child Development and Care*, 2002 vol. 172, no. 4, p.329-335.

170. Shatil, E., Share, D.L. & Levin, I. On the contribution of kindergarten writing to grade 1 literacy: Longitudinal study in Hebrew. *Applied Psycholinguistics*, 2000, vol. 21, p.1-21.

171. Shonkoff J.P. & Phillips DA. (Eds). *From Neurons to Neighborhoods: The Science of Early Childhood Development.* Washington, DC: National Academy Press. 2000.

172. Shonkoff, J. P., & Phillips, D. A. (2000). *From neurons to neighborhoods: The science of early childhood development.* Washington, DC: National Academy Press.

173. Shoshani Anat & Aviv Ilanit School of Psychology, Interdisciplinary Center (IDC) Herzliya, P.O. Box 167, Herzliya 46150, Israel b School of Education, Beit Berl Academic College, Herzliya, Israel.

174. Silver, R.B., Measell J.R., Armstrong, J.M., & Essex, M.J. Trajectories of classroom externalizing behavior: Contributions of child characteristics, family characteristics, and the teacher-child relationship during the school transition. *Journal of School Psychology*, 2005, vol. 43, p.39-60.

175. Smart, D., Sanson A., Baxter, J., Edwards, B. & Hayes, A. *Home to School Transitions for Financially Disadvantaged Children: Final Repor*t. 2008.

176. Spencer, Cook, L., & Downing, J., The Practicalities of Collaboration in Special Education Service Delivery. *Intervention in School and Clinic,* 2005, vol. 40, no. 5, p.1-6

177. Stevenson, H,W., & Newman, R. S. Long-Term prediction of achievement and attitudes in mathematics and reading. *Child Development*, 1986, vol. 57, p.646-659.

178. Stipek D. *At what age should children enter kindergarten? A question for policy makers and parents*. SRCD Social Policy Report, 2002, vol. 16(2), p.3-16.

179. Stipek, D. J. No Child Left Behind comes to preschool. *Elementary School Journal,* 2006. 106, 455–465.

180. Sweetland J.D., & De Simone, P.A., Age of entry, sex, and academic achievement in elementary school children. *Psychology in the Schools*, 1987, vol. 24(4), p.406-412.

181. Szilvia, H. & Janson, K. *Whose Children Gain from Starting School Later*? Evidence from Hunga. 2011.

182. Taggart, B., Sammons, P., Smees, R., Sylva, K., Melhuish, E., & Siraj-Blatchford, L. Early identification of special educational needs and the definition of 'at risk': The Early Years Transiting and Special Education Needs (EYTSEN) project. *British Journal of Special Education,* 2006, vol.33 (1), p.40-45.

183. Tal, K. Development compatible learning. *Hed Hagan* 4.

184. Tsukerman, G. *School difficulties of children*. Moscow: Pedagogics, 1994.

185. Tudge, J. R. H. Odero, D. A. Hogan, D. M. & Etz, K. E. Relations between the Everyday Activities of Preschoolers and Their Teachers' Perception of Their Competence in the First Years of School. *Early Childhood Research Quarterly*, 2003, vol. 18, p.42-64.

186. Valeski, T. N & Stipek, D. J. Young Children's Feelings about School. *Child Development*, 2001, vol. 72, no. 4, p. 1198 - 1213.

187. Varnhagen, C.K., Morrison, F.J., & Everall, R. Age and schooling effects in story recall and story production. *Developmental Psychology*; 1994, vol. 30(6): p. 969-979.

188.Venger, A., Tsukerman, G. The main variants of unfavourable development of elementary schoolchildren. I.V. Dubrovina, A.M. Prikhozhan & V.V. Zatsepin (Eds.), *Developmental and pedagogical psychology*. Moscow: Akademia, 2001, p.204-209.

189.Vogler, P., Crivello G., & Woodhead, M. *Early Childhood Transitions Research: A Review of Concepts, Theory and Practice*. Bernard van Leer Foundation, The Hague, 2008

190.Vygotsky, *Mind in society: The Development of higher psychological processes*. Cambridge, MA: Harvard University Press, 1978

191.Vygotsky, L. *Learning in a social context, development of high psychological processes.* M. Zellermeyer & A. Cosolin, Tel Aviv, Hakibbutz Hameuhad, .2004.

192.Watson, R. Rethinking readiness for learning. Dr. Olson, & N. Lorrance (Eds), *the handbook of education and human development: New models for learning. Teaching and schooling*. Cambridge: Blackwell, 1996, pp148-172.

193.Webster-Stratton, C. & Reid, M. J. Strengthening Social and Emotional Competence in Young Children - the Foundation for Early School Readiness and Success: Incredible Years Classroom Social Skills and Problem-Solving Curriculum. *Infants & Young Children,* 2004, vol: 17, no. 2, p.96 – 113.

194.Wesley, P. W. & V. Buysse, Making Meaning of School Readiness in Schools and Communities. *Early Childhood Research Quarterly*, 2003, vol. 18, p. 351 - 375.

195.White, G. & Sharp, C. It Is Different because you are getting older and growing up - How Children Make Sense of the Transition to Year 1. *European Early Childhood Education Research Journal*, 2007, vol.:15, no. 1, p. 87 - 102.

196.Wildenger, L. K., McIntyre, L. L., Fiese B. H., & Eckert, T. L. Children's Daily Routines During Kindergarten Transition. *Early Childhood Education Journal*, 2008, vol. 36, no. 1, p.69-74.

197.Willer, B., & Bredekamp, S. Redefining readiness: An essential requisite for educational reform. *Young Children*, 1990, vol.: 45 (5), p.22-24.

198.Winter, S. M., Zurcher, R., Hernandez, A. & Zenong, Y. The Early on School Readiness Project: A preliminary report. *Journal of Research in Childhood Education*, 2007, vol. 22(1), p.55-68.

199.Wong, N. C. A Study of Children's Difficulties in Transition to School in Hong Kong. *Early Child Development and Care*, 2003, vol: 173, no. 1, p. 83-96.

200.Yarmohammadian, A., & Sharafirad, H. (2011). Analysis of the Relationship between Emotional Intelligence and Social Adjustment in Adolescents. *Journal of Applied Sociology*, *22*, 35-50.

201. Yeboah, D.A. Enhancing Transition from Early Childhood Phase to Primary Education: evidence from the research literature Early Years. *Journal of International Research and Development,* 2002, vol: 22 (1) p. 51-68.

202. Yeo, L. S. & Clarke, C., Starting School - a Singapore Story Told by Children. *Australian Journal of Early Childhood*, 2005, vol: 30, no. 3, p. 1 - 9.

203. Zakharova, A. *The self-esteem of a schoolchild*. Tula: TPSU. 1998.

204. Zigmond, N., & Strahorn, J. Chronological age at entrance to first grade: effects on elementary school success. *Early Child Res*, 1991, vol: Q; 6(2): p.105–117.

205. Ziol-Guest, K. M. and McKenna, C. C. Early Childhood Housing Instability and School Readiness. *Child Development*, 2014 vol: 85: p. 103–113.

206. Zuckerman, B., & Halfon, N., School readiness: an idea whose time has arrived. *Pediatrics*, 2003 vol. 111(6) p. 1433–1436.

207. Bolboceanu A. Particularităţile psihologice de vîrstă şi elaborarea obiectivelor învăţămîntului. În: Obiective şi finalităţi ale învăţămîntului preuniversitar. Chişinău, 1992, p. 8-13.

208. Bolboceanu A., Vrâncean M., Ghid psihologic Preşcolarul, Editura Lumina, Chişinău, 1996, p.66-71.

209. Cemortan S. Teoria şi metodologia educaţiei verbal artistice a copiilor. Chişinău, 2001, p. 126-130.

210. Chirică G. Principii şi condiţii speciale în adaptarea şcolară a copiilor cu CES. Pregătirea şi perfecţionarea cadrelor didactice în domeniul învăţămîntului preşcolar şi primar. Chişinău, 2008, p. 172-174.

211. Cuznețov L. Esenţa şi logica educaţiei integrale a copilului în cadrul familial şi şcolar : strategii, principii şi metode. În: Studia Universitatis, nr. 9 (59), 2012, p. 85 – 90

212. Mocanu L. Metodologia dezvoltării limbajului şi comunicării la preşcolari. Didactica educaţiei preşcolare, Chişinău, 2012, p. 78-112.

213. Pascari V. Continuitatea in formarea competenţelor de invăţare la copiii de 6-8 ani. Teză de doctor in pedagogie. Chişinău, 2006, p. 3-7.

214. Patraşcu D. Calitatea învăţământului în instituţiile preuniversitare: management-tehnologii-metodologii-evaluare. Chişinău: Gunivas, 2007. 378 p.

APPENDIX

Appendix 1.

A scale for assessing children's adjustment in kindergarten and at school according to the report of the kindergarten teachers. Smilansky & Shfatia (2002) Szold Institute

Dear teacher, we thank you in advance for your cooperation. The following scale is intended for a research in psycho-pedagogy. All data and information will be used only for the sake of the research and no other use will be done with them.

- There is no need to write the name of the child or any other identifying detail about him. You can use a fake name or a number.
- The research is a field research, which examines the correlation between children's adjustment to school in the emotional, social and academic fields, and the age of the child.
- The questionnaire is intended for kindergarten teachers, assuming that one can predict the achievements of pupils in first grade prior to their introduction to school based on the teachers' assessment together with the age of the children.
- The criterion for choosing the children is their age. Older children, who were born in the first third of the year (January, February and March) and younger children, who were born in the last third of the year (October, November and December).
- There are five statements in each category. Please choose the most suitable statement for the child you describe.
- You can add more rows if you have more children who meet the criterion of age.
- You can draw great benefit from this assessment, get to know the children in your class and create a picture about their status in your class.
- For more help, please address:
- Date of assessment: _____

We thank you for your cooperation and wish you and all the children success in the future. Thank you!

A 1. Children's Adjustment in Kindergarten

Emotional Adjustment

a. Discipline

1. Always disturbs and resists routine and a constant order.
2. Usually disturbs and shows anger when he is criticized for it.
3. Generally disciplined and stops if I tell him to do so several times.
4. Disciplined with no special urging.

5. Always disciplined and there is never a need to punish him (self-discipline).

b. External appearance

1. His appearance is always neglected and dirty.
2. Usually seen neglected but not dirty.
3. Sometimes neglected and sometimes neat.
4. His appearance is often neat.
5. Always neat and tidy.

c. Honesty

1. Lies and cheats very often.
2. Lies, but admits the truth if commented about it.
3. Lies only to avoid punishment or shame.
4. Lies very seldom and only in situations when he cannot find another solution.
5. Tells the truth even if he might lose from doing so.

d. Mental Balance

1. Very small things take him out of his balance.
2. In most cases gets hurt easily even if there is not objective reason for it.
3. Gets hurt only when there is an objective basis for it.
4. In most cases succeeds to control his moods, and his balance returns quite soon to it normal state.
5. Always accepts success or failure in a nice way.

e. Mood

1. Usually sad and depressed.
2. Often sad.
3. Generally not happy but not too sad.
4. Usually happy.
5. Always happy.

f. Accepted by the teacher

1. Every teacher is happy to get rid of such a child.
2. Often makes the teacher want to get rid of him.
3. The teacher is usually happy to have such a child in class.
4. In most cases the teacher is very happy to have such a child in class.
5. The teacher is always very happy to have such a child around him.

Social Adjustment

a. Aggressiveness

1. Always looks for a brawl and conflicts.
2. Uses to look for a brawl and conflicts.
3. Sometimes uses aggression.
4. Behaves aggressively only when it is necessary.
5. Gets away from any brawl or conflict.

b. Social Ability

1. Usually isolated.
2. Has difficulty establishing social connections.
3. Establishes social connections but does not keep them.
4. Establishes social connections and usually keeps them.
5. Establishes social connections and keeps them.

c. Leadership

1. Stands aside, observe, and do not participate.
2. Goes after others. Never initiates activities.
3. Very seldom leads and initiates activities by him.
4. Accepted as a leader only in special cases or in certain fields.
5. One of the outstanding kids and the leader.

d. Energy and Activity

1. Indifferent to what goes on around him.
2. It is difficult to awake him to action.
3. Active in special cases or in certain fields.
4. Active and attentive.
5. Always attentive, active, enthusiastic and full of energy.

e. Independence

1. Totally dependent on parents and other adults.
2. Mostly dependent, does not dare to act on his own.
3. Sometimes acts on his own and sometimes dependent.
4. Usually acts on his own.
5. Always independent, decides and acts by him.

f. Scapegoat

1. Always and in most fields is the scapegoat of children.

2. Usually and in many fields, is the scapegoat of children.
3. Sometimes and only in a specific field, is the scapegoat of children.
4. Very seldom, and only in special cases is the scapegoat of children.
5. Never is a scapegoat for children.

Adjustment to Learning Assignments

a. Perception

1. Very slow thinking.
2. His perception is slow, not always perceives and understands, even after repeated explanations.
3. Quite fast in thinking, perceives and understands things quite fast.
4. Fast in thinking and logical.
5. Perceives and understands things fast.

b. Interested

1. It is almost impossible to get him interested in anything.
2. It is difficult to get him interested.
3. Interested in what goes on around him.
4. Interested in almost anything.
5. Interested in anything in an extra ordinary way.

c. Concentration

1. Incapable of concentrating even in one activity for a short time.
2. Concentrates just for a short period.
3. Concentrates quite well in the things he does.
4. Concentrates for a long period.
5. Concentrated in an extra ordinary way in everything he does.

d. Ambition

1. Not enthusiastic about success and does not do anything to ensure success.
2. Does not do anything to get success, but interested in it.
3. Usually tries to succeed.
4. Enthusiastic about success.
5. Does everything to succeed.

e. Perseverance

1. Doesn't know to persevere in anything.
2. Very often does not persevere and doesn't finish what he has begun.

3. Finished most of the things he has started.
4. In most cases perseveres and finishes one thing before starting another.
5. Never let's go of one thing, unless he finished it.

f. Self-Confidence

1. He is not confident, shy and silent and gives up easily.
2. Usually bothered by fear of failure.
3. Needs encouragement in order to cope with assignments.
4. Accepts certain assignments with confidence that he would succeed.
5. Copes confidently with every assignment with a real assessment of his ability to succeed in it.

A1. 2 Personal details (please write the grade)

Child	Birth Date	Gender M / F	Parents Education	Parents participation low/medium/high	Emotional adjustment grade	Social adjustment grade	Adjustment to learning assignments grade
young							
1.							
2.							
3.							
4.							
5.							
6.							
older							
Child	Birth Date	Gender M / F	Parents Education	Parents participation low/medium/high	Emotional adjustment grade	Social adjustment grade	Adjustment to learning assignments grade
1.							
2.							
3.							
4.							
5.							
6.							

General Assessment for your information
High adjustment (grades 23-30) medium (13-22) low (6-12)

A1.3 Recommendation and personal opinion

Recommendation and personal opinion of the kindergarten teacher

- What is the suitable educational frame for the child in the next study year:

1. Go to first grade
2. Go to first grade with recommendation to integration hours
3. Stay additional year in pre-school class.

Appendix 2.

Parents interview

The psycho-pedagogic conditions children' adjustment to elementary school

Dear parents,

In this research, we check the connection between age and the readiness and maturity by the time of entering elementary school. This focus was chosen because in class there are children in different ages by the year scale.

"Class is not one basket"

This research compares the level of maturity and readiness between the younger children in class who was born by the end of the year and the older children who was born by the beginning of the year. This is how we check the significance of age during the entrance to elementary school.

The interview is built of two parts:

A) Open: including open questions

B) Structured part in which you have to grade between 1 to 5 by the Lekert scale were one - is the lowest level and five is the higher level.

Thank you for your cooperation

Parents' interview

Name of child _____ Date of birth _____

Gender: Male Female

Parents' education: Elementary High school Academic other

No. of children with who you experience the same _____

(The experience of starting school at a young age)

Date of filling the questionnaire _____

Part A (open)

Tell about the experience of starting school at a young age

_____

_____

How important is age as a component in maturity to formal learning, in your opinion?

_____

_____

In your opinion, how much an additional year in kindergarten is the solution to immaturity?

_____

_____

What would you recommend other parents who have a child in pre-school kindergarten that was born at the end of the year?

_____

_____

Please write anything you wanted to say and did not asked about

_____

_____

Footnotes:

_____

_____

Part B (structured)

1 the lowest level 5 the higher level

Cognitive function

1. The success level by grades ……... 1 2 3 4 5
2. Persistence in learning tasks ……..…. 1 2 3 4 5
3. Independence level in making home tasks …….…….... 1 2 3 4 5
4. Speed level in making learning tasks ……. 1 2 3 4 5
5. Level of attention and concentration …….. 1 2 3 4 5
6. Expresses a will to the importance of play more than learning …1 2 3 4 5
7. Motor function, quality of copy, writing ……. 1 2 3 4 5

Motivation and persistence

8. Motivation to performing learning tasks ……. 1 2 3 4 5
9. Motivation to go to school ……..……. 1 2 3 4 5
10. Satisfaction of school ……..……. 1 2 3 4 5
11. Love school ……..……. 1 2 3 4 5

Behavioral function and ability

12. Ability to keep behavior rules ……. 1 2 3 4 5
13. Ability to delay gratification ……//……. 1 2 3 4 5

14. Ability to Face difficulties ……..……. 1 2 3 4 5

Emotional function

15. Level of self confidence ……..……..…. 1 2 3 4 5
16. Tends to be shy ……..……. 1 2 3 4 5
17. Feels an equal in class …….……..……. 1 2 3 4 5
18. Express the need to constant reinforcement ……..……. 1 2 3 4 5

Social function

19. Tends to be among people all the time ……..……. 1 2 3 4 5
20. Develops normal relationship with adults …….……. 1 2 3 4 5
21. Develops and initiate friendship with children his age ……1 2 3 4 5
22. Prefer being with other than by himself …….…..……. 1 2 3 4 5
23. Largely depends on adults …….……. 1 2 3 4 5

Thank you for your help

The undersigned, **Badarne Zada** declare on my own responsibility that the materials presented in the present doctoral thesis are the result of my own researches and scientific achievements. I am aware of the fact that, otherwise, I will bear the consequences in accordance with the law.



Badarne Zada

Chisinau – 02/2016

Curriculum Vitae

Name: Zada Badarne

Birth Date: 15/12/69

Marital status: Married;

Address: Arraba Village

Telephone: 04- 6741171 / 054-7633754- E-mail: zadabd@netvision.net.il

Education:

2007-2009: M.A in the social science faculty – the administration– Haifa University.

2001-2002: B. Ed in pre-school course comprehensive specialization Gordon College.

1997-2000: Teachers certificate (Senior Certified Teacher), pre-school teaching in the Arab College of Education in Haifa.

1985-1988: Matriculation Certificate – Arabe High school.

Further Training:

2001-2002: *Group Management Course*, Haifa University. 336 hours.

1999: *Art Therapy Training*, Haifa University. 120 hours.

November, 1997: *"Child to Child" Training Workshop*, Arab Resource Collective LTD, Nicosia, Cyprus. 56 hours.

June 1996: *Creating Learning Environments within Arab Community Organizations in the Arab World*, regional workshop, Cyprus. 40 hours.

Professional Experience:

2011-2014: Director of childhood Education Division – *sakhnen College of Teacher* Education.

2011-2014: Lecturer of childhood Education Division – *sakhnen College of Teacher*

200-2011: compulsory pre-school teacher – Ministry of Education.

2008-2009; 2010-2011: Environmental Education guide - Ministry of Education.

2009-2011: Environmental Education and Road Safty teachers courses instructor.

2008-2010: Road Safty guide in the Eril University Center.

1998-2000: Special Education teacher.

1997-1999: Coordinator of "PERAH" tutoring project.

1990-1998: Coordinator of community activity in the women and youth culture center.

Research and Publications:

1. "Family role in adaption to school» presented at the STUDIA UNIVERSITATIS, Nr. 9 (59), 2012. ISS 1857-2103, Moldova state university.

2. "Transition from kindergarten to school" presented at the STUDIA UNIVERSITATIS, Nr.5 (65), 2013. ISS 1857-2103, Moldova state university.

3. "Maturity issues and school debut" presented at the STUDIA UNIVERSITATIS, Nr.9 (69), 2013. ISS 1857-2103, Moldova state university.

4. "Factor adaption scholar" presented at National Conference on Education, 26-28 September 2013, Chisinau- Moldova state university.

5. *"The psyche-pedagogical conditions for kindergarten children's adjustment to elementary school"* presented at the SCIENCE EDUCATION WORKSHOP, November 2014.

6. "Every Child Every opportunity" presented at the International Scientific Conference, Materials of international scientific conference, 15 November 2013, Moldova's State University.

7. *"The psyche-pedagogical conditions for kindergarten children's adjustment to elementary school"* presented at the National Conference on Education, 10-11 November 2014, Chisinau- Moldova state university.

8. *"Welcome to the first grade"* presented at the education journal of the ministry of education in Israel, at May 2012.

Initiatives*:*

2007-2008: Educational initiative in Environmental Education, Green Garden certification

2010-2011: Constant Green Garden certification

Professional Courses:

Environmental Education and Sustainability, Literacy and Language, Art, Personal empowerment, Innovation and Initiative.

Professional and volunteer Associations:

1999- 2007 Member of the Galilee Society for Health Research and services.

2002-2007 Member of Altufola Center, NGO, that works on women empowerment.

1994-1997 Deputy Director and Board Member of Arraba Almostakbal Association, NGO that works to improve conditions of women and children

Languages:

Arabic: mother tongue

Hebrew: Very good level

English: Good level