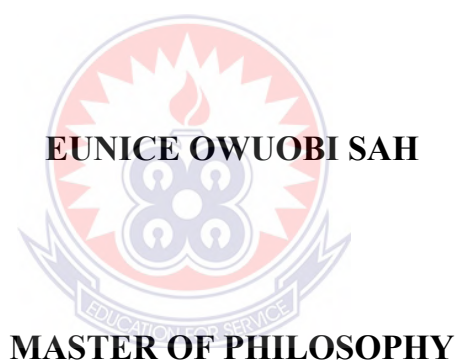


UNIVERSITY OF EDUCATION, WINNEBA

**THE ROLE OF PARENTS IN THE SCHOOL READINESS OF
KINDERGARTEN LEARNERS IN THE EFFUTU MUNICIPALTY**



2022

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KINDERGARTEN LEARNERS IN THE EFFUTU MUNICIPALTY**



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**A thesis in the Department of Early Childhood Education,
Faculty of Educational Studies, submitted to the
School of Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Master of Philosophy
(Early Childhood Education)
in the University of Education, Winneba**

APRIL, 2022

DECLARATION

Student's Declaration

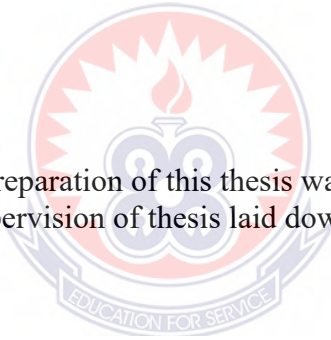
I, Eunice Owuobi Sah, hereby declare that this thesis, with the exception of quotations and references contained in published works, which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for any other degree elsewhere.

Signature:

Date:

Supervisor's Declaration

I hereby declare that the preparation of this thesis was supervised by me in accordance with the guidelines for supervision of thesis laid down by the University of Education, Winneba.



Name of Supervisor: Prof. Asonaba Kofi Addison

Signature:

Date:

DEDICATION

To my parents; Mr Joseph Essoun & Madam Gifty Fummey, siblings; Kwesi Essel, Abena Essoun, Abena Anyinda, Abena Maanan & Yaw Siripi and my God-given sons, Papa Nsebi & Nana Kodua.



ACKNOWLEDGEMENT

The steadfast love of the Lord never ceases, His mercies never comes to an end, and indeed, they are new every morning in my life, especially during the time of this project. Father Lord, the Creator of heaven and earth, I want to express my deepest gratitude for how far you have brought me. I am very grateful.

This thesis would not have come to fruition without the guidance, dedication, and countless feedback from my thesis supervisor, Prof. Asonaba Kofi Addison for his gift in asking questions that drew my mind to gaps in my work and challenged me to search for the truth. Who also created such a supportive and collaborative environment and always encouraged me, entertained and bettered my half-baked ideas. Prof., may God richly bless you.

I would also like to acknowledge the University of Education, Winneba, Department of Early Childhood Education Community, whose members pushed me to consider my ideas and research in an entirely different light. These experiences have led me to think more critically, and my work is so much better as a result.

To my parents, siblings and awesome sons Papa and Nana, thank you for the countless sacrifices you made for me; this is for you.

I am so lucky to have found such a great group of friends and colleagues during my stay at the university. 2018/2019 batch of M/Phil students at the Early Childhood Department, I feel lucky to be able to count you not only as colleagues but wonderful friends, especially Agnes Afua Tetteh.

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LIST OF ACRONYMS

- 4R's: Reading, wRiting, aRithmetic and cReativity
- BECE: Basic Education Certificate Examination
- DSW: Department of Social Welfare
- ECCD: Early Childhood Care and Development
- EDI: Early Development Instrument
- EGMA: Early Grade Mathematics Assessment
- EGRA: Early Grade Reading Assessment
- ESEA: Elementary and Secondary Education Act
- FCUBE: Free and Compulsory Universal Basic Education
- GALOP: Ghana Accountability for Learning Outcomes Project
- GES: Ghana Education Service
- GIFTED: Ghana Institute for Teaching and Education
- I-TECH: International Training and Education Centre for Health
- KG: Kindergarten
- MOE: Ministry of Education
- NALAP: National Literacy Acceleration Program
- NEA: National Education Assessment
- PALS: Peer-Assisted Learning Strategy
- UNESCO: United Nation's Educational, Scientific and Cultural Organisation
- UNICEF: United Nation's International Children's Emergency Fund
- WFFC: World Fit for Children

ABSTRACT

The purpose of the study was to find out the extent to which parents perform their roles towards KG1 pupils' school readiness to establish the level of their awareness concerning kindergarten school readiness. The study was guided by two theories, which are the environmentalist theory of learning by Uriel Bronfenbrenner and the psychosocial theory of stages of development by Erik Erikson. The study adopted positivist descriptive survey design. The study employed census, simple random and stratified sampling techniques in sampling the respondents. Questionnaires were used to collect data from 72 parents/guardians who have their wards in KG1 and the data was analyzed quantitatively. The findings of the study revealed that the extent to which parents of KG1 pupils perform their roles towards their wards school readiness for kindergarten education is generally low in terms of their (wards) cognitive, affective and physical domains development. In addition, the main challenges confronting the parents in readying their wards for KG education are lack of information on school readiness for kindergarten education and inadequate funds. Therefore, pupils' poor performance at the basic school level can be attributed to non-school readiness at the kindergarten level. Based on the findings and the conclusion, it is recommended that, there should be an education on school readiness for kindergarten education in the entire municipality to create public awareness. This can be done right from birth by educating mothers of newborn babies on school readiness during post-natal care check-ups. Also, Effutu education directorate should liaise with the school and community leaders to educate prospective beginning kindergarteners' parents on measures that they can put in place to ensure that beginning kindergarteners have successful transition from the home to the school. Finally, all stakeholders of education should come together to reconsider the current policy on nursery education so as to include it in the Free Compulsory Universal Basic Education (FCUBE) to serve as a remedial stage for all children prior to kindergarten school.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This first chapter of the study presents the background to the study, the statement of the problem, purpose of the study, objectives, research questions, hypotheses and describes the significance of the study. The chapter concludes by noting the delimitations of the study, defining some special terms used and presenting the organization of the study.

1.1 Background to the Study

Globally, school readiness is gaining currency as a viable strategy to close the learning gap and improve equity in achieving lifelong learning and full developmental potential among young children (UNICEF, 2012). Pandis (2001), in his definition of school readiness, stressed the maturity level of the child that would allow for quiet, focused work as the primary indicator of school preparedness. While readiness for school implies being prepared to succeed in a structured learning setting, readiness to learn is a characteristic from birth (Kagan, 1999).

School readiness did not become a policy problem until in the 1960s in the U S when the federal government established Head Start through the Economic Opportunity Act and the Elementary and Secondary Education Act (ESEA), which was as a part of the Johnson Administration's 'War on Poverty'. Policymakers designed Head Start to address the issue of poverty through a two-generation approach that would remedy the educational inequalities borne by impoverished children (Zigle, Marsland, & Lord, 2009). Head Start was to do this by readying young children who carried particular

risk markers for school by providing them with learning experiences that would put them on a trajectory for success.

Research on school readiness has focused on early markers that are closely related to children's school success. Thus, early signs of cognitive ability and maturity, children's work and learning-related issues, social skills, and self-regulatory skills have been identified as factors of school readiness (Rimm-Kaufman, & Sandilos, 2017). Children's age can also be a marker of school readiness as far as it indicates maturity in the cognitive, social, and self-regulatory domains as indicated by child development theorist Piaget (1976).

The United Nations World Fit for Children (WFFC) mission statement of 2002 is an excellent example of more current concepts of school readiness, namely, a good start in life or a good nurturing and safe environment that enables children to survive and be physically healthy, mentally alert, emotionally secure, socially competent and able to learn. The WFFC goals highlight the importance of a caring, safe, and stimulating environment for the holistic development of young children (WFFC, 2002).

According to UNICEF's (2012) school readiness conceptual framework, two characteristic features on three dimensions define school readiness. The characteristic features are 'transition' and 'gaining competencies', and the dimensions are children's readiness for school, schools' readiness for children, and families' and communities' readiness for school. Children's readiness for school focus on children's learning and development. Ready schools focus on the school environment along with practices that foster and support a smooth transition of children into basic school, to advance and promote the learning of all children. Ready families focus on parental and

caregiver attitudes and involvement in their children's early learning, development and transition to school.

Dunlop and Fabian (2006), opine that the term 'transition' has several meanings, depending on the setting, the nature of the cultural and psychosocial adjustments involved, and the role of the actors in shaping their transition. With regard to school readiness, UNICEF (2012), defines transition as children moving into and adjusting to new learning environments, families learning to work with a sociocultural system (i.e. education), and schools making provisions for admitting new children into the system, representing individual and societal diversity.

The three dimensions are interlinked, that is, building competencies and preparedness in children, schools, and families. All three dimensions are important and must work in tandem because school readiness is a time of transition that requires the interface between individuals, families, and systems. According to Pianta and McCoy as cited in Broström (2002), transition to school does not all happen on the first day. Though there could be some consequences of the events of the first day but the process of adjustment to the new environment, knowing about learning and the teacher, and about the school, takes time.

Children's school readiness used to be synonymous with the basic cognitive skills required to enter formal education, and utilized as a testable characteristic determining the child's right to school entry (LaParo & Pianta as cited in Janus & Duku, 2007). Notwithstanding, modern thinking and understanding of child development have moved significantly from this narrow concept (Kagan, 1992), by encompassing children's developmental health at school entry (Janus & Offord, 2007), and

acknowledging the complexity of neurological and social processes that contribute to it (Snow, 2006).

By the time one can talk about being ready for school, the developmental domains crystallize to a certain extent, and it is possible to distinguish several domains that are highly relevant to a child's success at school (Walsh & Doherty, 1997). These are: physical health and well-being, social and emotional competence, approaches to learning, cognitive and language competence, and communication skills. In some parts of the world (for example Canada), standardized data on children's readiness to learn at school are collected with the Early Development Instrument [EDI] (Janus, Brinkman & Duku, 2011). The EDI is completed by teachers and provides kindergarten outcome measures in the domains of Physical Health and Well-being, Social Competence, Emotional Maturity, Language and Cognitive Development, and Communication and General Knowledge (Janus & Offord, 2007).

Children face many transitions in their lives, but this one – from home, or even nursery to formal school, where they (children) assume the full role of the pupil is probably the most dramatic and potentially traumatic one for many children, especially in the face of serious systems discontinuities between the preschool and formal school environments (Kagan & Neville, 1996). Kindergarten is a different environment from preschool or home. Interactions in the kindergarten classroom environment become increasingly intentional and focused on the child's academic progress. As a result, interactions between children and teachers differ compared with those between children and their preschool teachers or between children and their parents (Rimm-Kaufman & Pianta, 2000). Hence, the need for adequate preparations to enable all children to thrive in school (kindergarten). This is necessary because

primary education is the gateway to all higher levels of education that train the scientists, teachers, doctors, and other highly skilled professionals that every country, no matter how small or poor requires (Bruns, Mingat & Rakotomalala, 2003), of which kindergarten education is the basics that prepares children to go through primary education successfully. According to Bhardwaj (2016), whether personal, social, political, economic or cultural development, the role of education cannot be underestimated, because in our world today, we have education on every aspect of life paving way for the holistic development of the individual, society and the nation as a whole.

1.2 Statement of the Problem

Ideally, every child who starts formal school (which begins from kindergarten) should acquire the skills in the 4Rs of Reading, wRiting, aRithmetic and cReativity and it is expected that at any point of exit from a formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation (NaCCA, 2019).

However, a report from Early Grade Reading Assessment and Early Grade Mathematics Assessment (2015), revealed that only 2% (on average) of Ghanaian pupils in P2 can read fluently with comprehension and most of them are not well prepared to learn more complex mathematics in the higher grades respectively. Again, the findings of the National Education Assessment (2016), report showed that the performance of P4 and P6 pupils was generally low. Lastly, a chart from Effutu Municipality education directorate, depicting the performances of BECE candidates from 2011 to 2020 revealed that about 43% (averagely) of the candidates who sat for the B.E.C.E. between 2011 and 2020 failed the exams.

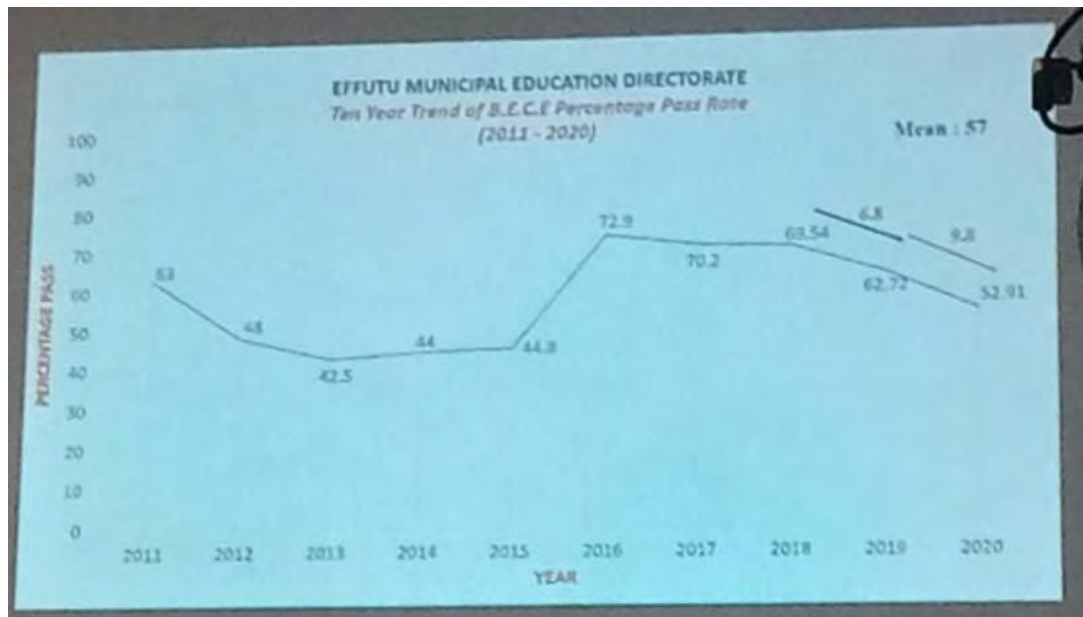


Figure 1.1: BECE results, Effutu

Source: GES Office, Effutu

A lot of measures have been put in place to eradicate this problem, even right from the kindergarten and examples are; the National Literacy Acceleration Program (NALAP), the Peer-Assisted Learning Strategy (PALS), Ingit Jolly Phonics, and the Ghana Accountability For Learning Outcomes Project (GALOP).

In spite of all these measures that have been put in place, most Ghanaian school children at the basic school level do not perform well in their respective classes/grades such that some class teachers have resorted to grade repetition, which according to UNESCO (2012), brings extra costs on government and long-term negative academic and social consequences on the child. Other teachers also use automatic promotion, which is without accompanying remedial assistance and has been found not to be improving learning (Haidary, 2013).

The growing concerns at the crux of these alarming issues center around these fundamental questions: (1) Are all children entering school with the social and cognitive competencies needed to excel in school? (2) Are parents equipped and ready to provide rich experiences and supportive environment to enable their children make a smooth transition into formal school? These questions and other factors necessitated the current study, premised on the fact that the strength of every building depends on the foundation, so it is with education.

Although, many studies have been done on school readiness for kindergarten education, most of them were conducted in the diaspora. For example, Leech (2016), Lau, Li & Rio (2011) and many others. The few ones conducted in Ghana (e.g. Wolfa, Tsinigiob, Behrmanc, Aberd & Bonargetb, 2017), focussed on teachers often and sometimes parental involvement only after children have been admitted in school. This study however, explore parental role towards the cognitive, affective and affective and physical domains development of their wards before and after enrolling them in KG1.

1.3 Purpose of the Study

The purpose of the study was to find out the extent to which parents perform their roles towards their KG1 wards' school readiness to establish the level of their awareness in the Effutu Municipality.

1.4 Research Objectives

The study sought to achieve these objectives;

1. To find out the extent to which parents of KG1 pupils in the Effutu Municipality perform their roles towards their wards' development of cognitive domain before and after enrolling them in KG 1.

2. To determine the extent to which parents of KG1 pupils perform their roles towards their wards' development of affective domain before and after enrolling them in KG 1.
3. To ascertain the extent to which parents of KG1 pupils perform their roles towards their wards' development of physical domain before and after enrolling them in KG 1.
4. To find out the challenges confronting the parents with regard to readying KG 1 pupils for kindergarten education.

1.5 Research Questions

The research questions raised to guide the conduct of the study were:

1. To what extent do parents of KG1 pupils in the Effutu Municipality perform their roles towards their wards' development of cognitive domain before and after enrolling them in KG1?
2. To what extent do parents of KG1 pupils perform their roles towards their wards' development of affective domain before and after enrolling them in KG1?
3. To what extent do parents of KG1 pupils perform their roles towards their wards' development of physical domain before and after enrolling them in KG1?
4. What challenges confront parents of KG 1 pupils with regard to readying their wards for kindergarten education?

Hypotheses

The following hypotheses were raised to further guide the conduct of the study.

H₁: There is statistically significant difference between the roles played by parents towards their ward's cognitive domain development before and after enrolling them in KG 1.

H₀: There is no statistically significant difference between the roles played by parents towards their ward's cognitive domain development before and after enrolling them in KG 1.

1.6 Significance of the Study

It is the hope of the researcher that the study would add to the existing knowledge concerning school readiness. The outcome of the study may also provide immense help to stakeholders of early childhood education (e.g. government, parents, teachers, policy makers and many others). It will guide the government to put in place right policies as far as school readiness for kindergarten education is concerned to ensure a successful transition of all children into the formal school settings. Parents and teachers of children will be well informed on some of the strategies and activities when incorporated at home and school, can help to foster children's kindergarten readiness so that together, they will take the right decisions and actions for the betterment of the Ghanaian beginning kindergartener.

1.7 Delimitation of the Study

The study was carried out in the Effutu Municipality. The study was confined to parents of KG1 pupils who have their wards in the 9 selected public Kindergarten schools in the Effutu Municipality.

1.8 Definition of Terms

For the purpose of this study, the meanings of the terms that follows are as they were operationally used in the study:

Kindergarten school readiness: A state whereby children who are starting kindergarten education have all that it takes for them to be successful in school, being it development of cognitive competencies, socio-emotional competencies, psychomotor competencies, ideal school environment and supportive home environment.

Kindergarten education: The institutional education that is tailored to prepare four- and five- year- old children for primary school education

Beginning kindergartener: A child who is starting the first course of the kindergarten curriculum.

Parents /guardians of KG1 pupils: People who have a child or children/ward(s) in KG1 class.

Developmentally Appropriate Environment: An environment that is suitable for the optimal development of children, taking into consideration the developmental level, need, age, interest and safety of the individual child.

Equipment and Materials: These are furniture, toys, jigsaw puzzles, climbers, swings merry-go-round and other play items used by kindergarten pupils in the school.

1.9 Organization of the Study

The study is organized into five chapters. The first chapter, introduction, covers the background to the study, statement of the problem, the purpose of the study, research objectives, research questions, research hypotheses, significance of the study, delimitation of the study and definition of terms.

Chapter two is literature review. The chapter reviews existing and related literature to provide theoretically and the conceptual framework for the current study.

Chapter three describes the research methodology which covers the methodological position of the study, design of the study, population, sample and sampling procedure, research instruments, administration procedure, and methods of data analysis.

Chapter four is captioned presentation and discussion where findings are extensively discussed.

Chapter five provides a summary of the results, conclusions, and recommendations.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

This chapter presents the review of related literature, which comprises studies conducted by other researchers, considered significant to the study, and it was done under the following sub-headings;

1. History of Kindergarten education in Ghana
2. School readiness
3. Dimension of school readiness
 - Ready child
 - Ready family
 - Ready school
 - Community participation
 - Health care providers participation
 - Media participation
4. Theories of child growth and development
 - Psychosocial stages of development
 - Environmentalist
5. Conceptual framework
6. Transition to kindergarten
7. Kindergarten Transition and the family
8. Kindergarten Transition and the school
9. The concept competency, and kindergarten education
10. Kindergarteners' competency development and the family



11. Kindergarteners' competency development and the school
12. School Readiness for Kindergarten Education and Cognitive Domain Development
13. Cognitive domain competency development of kindergarten pupils and the role of the parents
14. Physical domain competency development of kindergarten pupils and the role of the parents
15. Affective domain competency development of kindergarten pupils and the role of the parents
16. Challenges Parents face in Readyng their children for Kindergarten Education

2.1 History of Kindergarten Education in Ghana

Any meaningful pre-school education can be traced back to the work of the Basel missionaries in 1843 (Dogoe as cited in Bartels, 2004). According to Twum, pre-schools are largely private enterprise but their supervision is strictly the responsibility of the Department of Social Welfare (DSW) and the Ministry of Education (MoE). Although kindergarten one and two have been added to our formal educational system, crèche and nursery schools are being established and managed by private individuals and organizations.

The MoE is responsible for initiating and formulating educational policies, developing and revising the national curriculum, overseeing teacher professional certification, and implementing national educational policy through its agencies, such as the GES. GES is in charge of pre-tertiary education: it coordinates early childhood education (ECE) activities in school through its Basic Education Division and liaises

with Development partners in promoting ECE development in Ghana (Wolfa, Tsinigob, Behrmanc, Aberd & Bonargetb, 2017).

According to Wolfa et al (2017), Ghana is one of the few African countries to have developed a national early childhood development policy aimed to promote the development of children from birth to 8 years old and to coordinate stakeholder activities in the sector. The policy, promulgated in 2004, establishes institutional roles and responsibilities for public and private partners and develops an implementation strategy. Among other things, the National Early Childhood Care and Development (ECCD) policy highlight access to quality kindergarten education as central to improving early childhood development and learning, and a promising way to prevent developmental delays and foster early learning despite adversity. Twum (2016), posits that Ghana became the first sub-Saharan African country to expand the Free and Compulsory Universal Basic Education (FCUBE) to kindergarten in 2007, stating that all children are to receive two years' compulsory kindergarten education from ages 4 to 6 before entering primary school.

2.2 School Readiness

School readiness is more than just about children. School readiness, in the broadest sense, involves children, families, early environments, schools, and communities (NASBE as cited in Maxwell & Clifford, 2004). According to Maxwell and Clifford (2004), children are not innately ready or not ready for school. However, their skills and development are strongly influenced by their families, their interactions with other people and environments before coming to school. The definition of children's readiness for school has undergone major shifts during the past four decades and it has changed from a primarily maturational definition to a more socially constructed

concept (UNICEF, 2012). Former approaches stressed the maturity level of the child that would allow for quiet, focused work as the primary indicator of school preparedness (Gesell cited in UNICEF, 2012). Approaches that are more recent stress the bi-directionality between the child and his or her environment (Murphy & Burns, 2002).

As per these newer perspectives, it is the ‘goodness-of-fit’ between the child and the environment that supports and promotes optimal their development (Meisels, 1995). In other words, school readiness is a product of the interaction between the child and the range of environmental and cultural experiences that maximize the development outcomes for children. Similarly, the educational approaches in defining school readiness have also undergone a shift during recent years. Some systems use a narrow pre-primary educational approach that stresses literacy and numeracy skills that would align out with a primary school curriculum. Other approaches use a social pedagogic approach that stresses a broader preparation for life beyond a school-based curriculum (OECD as cited in Mahon, 2010).

School readiness describes the capabilities of children, their families, schools, and communities that will best promote student success in kindergarten and beyond (Boethel, 2004). Each component, i.e. children, families, schools and communities plays an essential role in the development of school readiness and no one component can stand on its own (Boethel, 2004).

According to UNICEF (2012), conceptual framework on school readiness, school readiness has three (3) dimensions. These dimensions are made up of groups or individuals whose activities affect or are affected by children’s readiness for school.

These dimensions are children's readiness for school, schools' readiness for children, and families' and communities' readiness for school.

“Children, families, and schools are considered ready when they have gained the competencies and skills required to interface with the other dimensions and support smooth transitions” (UNICEF, as cited in Boereboom & Tymms, 2018, page 32). 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 childhood development (Raver & Knitzer, 2002).

The impact of children arriving at school without the skills needed to take advantage of the learning experiences provided by schools extends beyond the initial years of school; the likelihood of completing school, gaining employment and becoming a productive, socially adjusted citizen can be traced back to a child's skills at school entry (Rock & Stenner, 2005). Thus, the benefits of children beginning school with the necessary skills are reaped at both the individual and societal levels. Therefore, in common with schools, individuals, families, and communities share a vested, though not necessarily recognized, interest in increasing school readiness.

2.3 Children's Readiness for School / Ready Child

What does being ready for school imply? The response varies by the respondent. Parents typically stress pre-academic skills and knowledge (Diamond, Reagan & Bandyk, 2000), while primary school teachers tend to stress social and emotional aspects (Dockett & Perry, 2009). This variation in emphasis suggests that a broad range of developmental skills and abilities encompass 'child being ready' for school. However, children's readiness for school has been conceptualized as the

characteristics and skills children should possess in order to be able to learn effectively in school (Janus, 2007).

By the time one can talk about being ready for school, the developmental domains crystallize to a certain extent, and it is possible to distinguish several domains that are highly relevant to child's success at school (Doherty, 1997). These are: physical health and well-being, social and emotional competence, approaches to learning, cognitive and language competence, and communication skills. Similarly, Janus, Walsh and Duku (2005), described five major developmental domains which are as follows;

1. Physical health and well-being, which includes physical readiness for the school day, physical independence, and gross and fine motor skills
2. Social competence, which includes overall social competence, responsibility and respect, approaches to learning, and readiness to explore new things;
3. Emotional maturity, which includes pro-social and helping behavior, anxious and fearful behavior, aggressive behavior, and hyperactivity and inattention;
4. Language and cognitive development, which includes basic literacy, interest in literacy/numeracy and memory, advanced literacy, and basic numeracy);
5. Communication skills and general knowledge.

So what has to be captured by the concept of ready child is really that “whole child” view of their adjustment for formal education as it is offered by the school system. It cannot be an assessment of one skill, ability or social competence. It has to be a combination of many set in a developmental perspective, sensitive to differences between and within children as they pertain to different skills (Love, Aber, and Brooks-Gunn, 1994), and in a context of early experiences.

Ready child, which indicates readiness of the individual child to enter school, is a condition in which a child is ready to engage in learning experiences at school. It is, however, different from readiness for learning. The readiness for learning is thought of as the level of development at which an individual is ready to undertake the learning of specific materials (Kagan, 1990). Ready child also refers to maturation of children's nervous system allowing them to develop various skills based on received stimuli (Janus, Brinkman, Duku, Hertzman, Santos, Sayers & Walsh, 2007).

Children have been ready to learn when born (Janus et.al, 2007), while their school readiness is associated with acquisition of specific skills needed for success in the school environment (Kagan, 1992), a concept which focuses on children's skills to meet school demands (Janus et al., 2007), such acts as sitting quietly and responding to instructions (Kagan, 1992 ; Doherty, 1997), working together, listening to teacher, and benefiting from educational activities provided by the school (Janus et al., 2007 ; Doherty, 2007). The nature of school readiness, however, more importantly refers to children's skills required to meet cognitive, physical, and social demands when a child enters school (Rahmawati, Tairas & Nawangsari, 2018).

In addition, it covers a broader concept related to minimum level of child's development to give response to school's demands through his physical, cognitive, social and emotional qualities (Lemelin et al. as cited in Lau, Li & Rao, 2011). All of the domains are required by children to be able to get ready to enter school and to learn at school (Janus & Offord, 2000). Children's school readiness has been conceptualized as the skills and knowledge children need when they enter school in order to learn effectively in the school environment (Janus, 2007).

2.4 Families' and Communities' Readiness for School/ Ready Family

Taking care of children is likened to the cultivation of plants, both requiring meticulous attention and a favourable growing environment (Zhou & Bankston, 1998). All of a child's early experiences, whether at home, in childcare, or in other preschool settings, are educational and when early experiences are consistent, developmentally sound, and emotionally supportive, there are positive effects on the child and the family (Committee on Early Childhood, Adoption and Dependent Care, 2005).

To focus only on the education of children beginning with kindergarten is to ignore the science of early development and to deny the importance of early experiences. 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 since new knowledge of early brain and child development has revealed that modifiable factors in a child's early experience can greatly affect that child's learning trajectory (High, 2008).

Children's skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school. A family that is ready for their child to start school supports their child's learning by preparing for kindergarten, reads daily with their child, and maintains a positive home-to-school connection (Stedron, & Berger, 2010).

Children learn from birth (Barlow, Smailagic, Ferriter, Bennett, & Jones, 2010), however, what and how they learn depends upon the nature and quality of the relationships they have with their parents and caregivers, and the richness and variety of the experiences they are provided during the early years. Those children who

experience caring and responsive relationships and have been given many stimulating experiences arrive at school with a history of learning behind them and a readiness to continue learning and children who arrive at school without such experiences are already at a disadvantage that undermines their chances of succeeding at school (High, 2008).

There are many activities that parents undertake with young children that have a positive effect on their development and promote school readiness (Sylva, Melhuish, Sammons, Siraj-Blatchford, Taggart & Elliot, 2003). These include reading with children, teaching them songs and nursery rhymes, playing with letters and numbers, taking children on visits, and creating regular opportunities for them to play with their friends at home. Parents can provide such experiences regardless of their educational or occupational levels, what parents do with their children is more important than whom parents are (Sylva et al, 2003). Nevertheless, children from families with limited resources are less likely to experience such activities during the early years.

While many family background factors are not in themselves readily amenable to change, for example, maternal education, their effects on the child's development can be modified with family-focused interventions or programs, thereby improving outcomes for vulnerable and disadvantaged children (Boethel, 2004). There are a number of programs that have proven effective in helping parents become more nurturing, manage their children's behaviour more effectively, and promote their children's language and literacy.

Maxwell and Clifford (2004), suggested three things that a ready family does to ensure that their children are ready for school.

1. Preparing for Kindergarten: A ready family encourages pre-literacy skills including speaking, listening and thinking. A ready family also teaches routines to prepare their child for a smooth transition to kindergarten.
2. Reading Together: A ready family reads daily to their child. Reading together improves a child's vocabulary and oral language skills, which are important for learning to read. Reading together also promotes love for books.
3. Connecting home and school: A ready family supports learning at home by providing a positive, literacy-rich environment and opportunities to practice skills that were taught in school. A ready family stays connected to school by volunteering, attending meetings and events at school.

2.5 Schools' Readiness for Children / Ready School

It is the responsibility of schools to be ready for all children at all levels. From the researcher's point of view, this includes but not limited to physical environment, materials, social environment, health and nutritional needs. Participation in high quality early childcare and education programs can also contribute positively to children's development during the early years and therefore to their school readiness (Boethel, 2004). High quality care/education is characterized by adult-child interactions that are responsive, affectionate and readily available; well-trained staff; ratios and group sizes that allow staff to interact adequately and appropriately with children; and a developmentally appropriate curriculum with educational content (Bennett, 2007; Elliott, 2006).

Thier, Beach, Lench, Austin, and Coleman (2016), opines that, ready schools describe critical elements of schools that influence child development and school success. These include links established with early year's services, transition support programs for children commencing schools, a range of programs and supports available to cater for children with diverse needs during the early years of schooling, and teachers with an understanding of early childhood development.

The development and learning of young children depends on continual, cumulative support. Early progress as a result of high-quality early childhood experiences may be weakened by later settings that do not have the same quality, for example, focus on lower-level skills, assume children have low levels of knowledge, and/or have low expectations for certain children. For this reason, goals and approaches need to be aligned across early childhood and elementary settings. Continuity is facilitated when rigorous, evidence-informed standards, curricula, assessments, and teaching practices are coherently aligned with each other and across ages and grade levels (National Academies of Sciences, Engineering & Medicine, 2016).

According to Dockett and Perry (2007), transition programs are important for ensuring that all children make a positive start to school. School-based transition practices produce more positive academic achievement outcomes, and are particularly beneficial for children from disadvantaged backgrounds (Schulting, Malone & Dodge, 2005). If schools and early years' service systems are not well integrated, it contributes to difficulties in providing cohesive support to all children and families during the transition to school period.

Community Participation and the School Readiness of Kindergarten Learners

Bryon Munon as cited in Malathi (2010), defines a community as a relatively self-sufficient population, residing in a limited geographic area, bound together by feelings of unity and interdependency. A community is wherever the members of any group, small or large, live together in such a way that they share, not this or that particular interest, but the basic condition of common life (Maciver, 2012). Bellah (1987), also defines community as a group of people who are socially interdependent, who participate together in discussion and decision making, and who share certain practices that both define the community and are nurtured by it. There is a feeling of belonging and acceptance of one another and community membership involves acceptance by others, allegiance or loyalty to the aims of the group concerned. This sense of belonging is significant and positively regarded. Identity also plays a role in the person not only feeling a sense of belongingness to one community but a sense of difference from the other groups.

Within the community are some religious institutions such as churches and mosques found. These institution's activities and practices can affect the school readiness of kindergarten learners. This is because, the vision and the mission of a religious group will go a long way to affect the interaction within group, between parents and their children at home and among members of the group and even the entire community. For instance, Proverbs 22:6 admonishes that, children be should trained rightfully at childhood to prevent unhealthy conduct in later life. According to Kieran and Mensah (2010), some children growing up in poverty do well and the quality of parenting is a mediating factor building resilience in children. Therefore, religious groups have the obligation to be committed to the wellbeing of children and thus, they should provide programs that will help to equip parents with the necessary skills needed to nurture

children in a way that will enhance their total development to become productive adults.

Health Care Providers and the School Readiness of Kindergarten Learners

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (World Health Organization, 1946). According to Barnes and Billingham (2014), health plays a key part in children's early development and it is therefore a core function and responsibility of everyone who works in early years services (of which the health sector is not an exemption), to offer children and parents a range of programs that will help children to achieve their potential and, for some, to overcome the impact of early disadvantage. According to Barnes and Billingham the services provided by midwives, health visitors and general practitioners make up a core part of early years services and, in conjunction with community health services and hospitals, they are also responsible for providing children and families with care and treatment for acute and long term conditions.

Health in childhood matters not only for the child but also in terms of their future adult life (Center on the Developing Child, 2010) and for that matter, their academic life as well. Graham (2007), posit that, from conception onwards, experiences leave lasting memories on children's body system and therefore on their future health. For instance, new knowledge on the impact of toxic substances, such as nicotine and toxic chemicals from tobacco, alcohol and stress in pregnancy on the development of the brain and long term cognitive and psychological wellbeing has made this time more important than ever for health professionals and families (Glover and O'Connor 2002). According to Barnes and Billingham (2014), all practitioners working with young children and their families, whether or not they have a Health title or role, have

a responsibility to proactively protect and promote children's health and to know what to do when a child is unwell.

The Media and the School Readiness of Kindergarten Learners

According to Paul and Rai (2021), media refers to various means of communication, whose aim is to reach a very large population, such as the entire population of country. The media works as the tools that publicize information and entertainment to a large and vast number of populations. It possess a power to select issues and events in the world we got to know about, they decide what constitute news, they filter and frame issues, they contextualize the problem, they set the political agenda, and they create both the consciousness and on matters that include human rights (International Council on Human Rights Policy 2002). Either media, it is printed, electronic or the web is the only medium, which helps in making people informed. In the age of information revolution, media is most influential tool and instrument in persuasion of national policies and security. Mass media have helped in creating social awareness and have provided people with an easy way of living life (Rajan 2011).

Media has today become the voice of our society. There are various forms of media (some examples are, television programs, internet websites, feature-length films, newspapers, music tapes and CDs, magazines, billboards and radio) that help to inform, educate, and entertain our society. Media can also be in print form that is through newspapers, books, magazines, etc. Media includes an electronic form for spreading information, which is one of the most used media of mass communication. Although, uncontrolled and irresponsible usage of this media is a great danger to the society (Baruah & Upadhyaya, 2014), it tremendous contribution towards school readiness of kindergarten learners cannot be overlooked. For instance, any

information concerning school readiness can be accessed on various platforms of the media because we are living in such a society where instantaneous availability of information, facts, and knowledge is possible due to the information and communication technologies.

Developmentally Appropriate Environment and School Readiness of Kindergarten Learners

Brauch (2008), defined environment as the circumstances, objects, or conditions by which one is surrounded. It includes biotic and abiotic factors as well as the interrelationship that exist between and among these factors (Kalavathy, 2004). According to UNICEF (2012), a child-friendly environment is an environment that is inclusive of all children, effective for learning, promotes good quality teaching and learning processes, healthy and protective of children, promotes gender equality and involved with children, families, and communities. It also involves the choices teachers make concerning the physical setting, the temporal setting and the interpersonal setting.

Unlike adult, children's way of learning is completely different. Hence, Children's educational environment needs to be designed to suit their diverse learning styles, developmental needs, interests, and abilities (Bredencamp & Copple as cited in Emslie & Mesle, 2009). A developmentally appropriate early childhood educational environment can be defined as an environment which is being designed to meet children's developmental needs, taking into consideration their age, abilities, interest, social context, safety and wellbeing of the children. This implies that, both the in-door and out-door environment, as well as the physical structures and the materials in the environment should be safe and appropriate for the children to use.

The environment one finds himself or herself in affects his/her moods, ability to form relationships, effectiveness in work or play and even his/her health. Because children's experiences are limited by their surroundings, the environment provided for them has a crucial impact on the way the child's brain develops (Strong-Wilson & Ellis, 2007). According to Langston (2012), not only does experience affect the development of the brain, but also the environment affects whether or how genes are expressed. Therefore, the environment can either provide support or act as a hindrance to meeting the principles of developmentally appropriate practices of the school.

2.6 Theories of child growth and development

Several theories of child development and learning have influenced discussions of school readiness; however, two of them would be reviewed in this study based on their profound impact on kindergarten readiness practices. These two theories include Erik Erikson's stage theory of psychosocial development and Uriel Bronfenbrenner's Ecological Systems theory. These theoretical underpinnings backing this study are further discussed below.

Erik Erickson's Psychosocial Development Theory (1950)

According to Erikson (1950), a person passes through eight developmental stages that build on each other and at each stage, the individual face a crisis. By resolving the crisis, the individual develop psychological strengths or character traits that helps him/her become confident and healthy person. Erikson maintained that personality develops in a predetermined order through eight stages of psychosocial development, from infancy to adulthood. During each stage, the person experiences a psychosocial crisis that could have either a positive or a negative outcome for personality development (McLeod, 2018). According to Sacco (2013), each of these stages has a

biological foundation in an individual's physical maturation and cognitive development. Five of the eight developmental stages featured by Erik Erikson are as explained as follows.

The first feature of Erikson's stage theory of development is trust versus basic mistrust (from birth to 18 months). According to McLeod (2018), if the care the infant receives is consistent, predictable and reliable, they will develop a sense of trust, which they will carry with them to other relationships, and they will be able to feel secure even when threatened. If these needs are not consistently met, mistrust, suspicion, and anxiety may develop and the infant may not have confidence in the world around him/her or in his/her ability to influence events. Consistent with Erikson's views on the importance of trust, Bowlby and Ainsworth (2013) outlined how the quality of the early experience of attachment can affect relationships with others in later life. Competent social interactions allow children to develop relationships with other children and, as children grow, these relationships develop from friendships based on shared activities to relationships based on shared ideas and shared thinking (Rubin, Coplan, Chen, Buskirk, & Wojslawowicz, 2005).

Autonomy versus shame & doubt (from 18 months to 3 years) is the second feature outlined in Erikson's stage theory psychosocial development. According to Erikson, children at this stage are focused on developing a sense of personal control over physical skills and a sense of independence. Bee (1992), posits that if children in this stage are encouraged and supported in their increased independence, they become more confident and secure in their own ability to survive in the world. On the other hand, if children are criticized, overly controlled, or not given the opportunity to assert themselves, they begin to feel inadequate in their ability to survive, and may

then become overly dependent upon others, lack self-confidence, and feel a sense of shame or doubt in their abilities. Therefore, the aim has to be self-control without a loss of self-esteem (Gross & Humphreys, 1992).

Initiative versus guilt (3 to 5 years) is the third stage of Erik Erikson's theory of psychosocial development. During the initiative versus guilt stage, children assert themselves more frequently through directing play and other social interaction. These are particularly lively, rapid-developing years in a child's life. According to Bee as cited in Rono (2018), it is a time of vigour of action and of behaviours that the parents may see as aggressive. During this period, the primary feature involves the child regularly interacting with other children at school. Central to this stage is play, as it provides children with the opportunity to explore their interpersonal skills through initiating activities (McLeod, 2013). If given this opportunity, children develop a sense of initiative and feel secure in their ability to lead others and make decisions. Conversely, if this tendency is squelched, through either criticism or control, children develop a sense of guilt. According to McLeod (2018), too much guilt can make the child slow to interact with others and may inhibit their creativity.

Erikson's fourth psychosocial crisis, involving industry (competence) vs. Inferiority occurs during childhood between the ages of five and twelve. It is at this stage that the child's peer group will gain greater significance and will become a major source of the child's self-esteem. The child now feels the need to win approval by demonstrating specific competencies that are valued by society and begin to develop a sense of pride in their accomplishments. If children are encouraged and reinforced for their initiative, they begin to feel industrious (competent) and feel confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents

or teacher, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his or her potential.

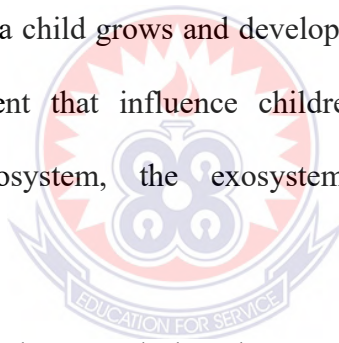
The fifth stage of Erik Erikson's theory of psychosocial development is identity versus role confusion, and it occurs during adolescence, from about 12-18 years. During this stage, adolescents search for a sense of self and personal identity, through an intense exploration of personal values, beliefs, and goals. According to Erikson (1950), the adolescent mind is essentially a mind or moratorium, a psychosocial stage between childhood and adulthood, and between the morality learned by the child, and the ethics to be developed by the adult. During this period, they explore possibilities and begin to form their own identity based upon the outcome of their explorations and failure to establish a sense of identity within society can lead to role confusion (McLeod, 2018). Role confusion involves the individual not being sure about themselves or their place in society. Bee (1992), said that what should happen at the end of this stage is a reintegrated sense of self, of what one wants to do or be, and of one's appropriate sex role. Also, during this stage the body image of the adolescent changes.

Environmental Theory

One behaviourist by name John B. Watson once said 'Give me a dozen healthy infants, well-formed and my own specific world to bring them up and I'll guarantee to take any one at random and train him to become any type of specialist I might select – doctor, lawyer, artist, merchant, chief, and yes, even beggar man and thief, regardless of his talents, penchants, tendencies, abilities, vocations and race of his ancestors' (Watson as cited in Crawl, Kaminsky & Podell, 1997, pg. 26). This implies that the environment in which a child finds himself contributes greatly to his or her physical, social and cognitive development. Environment in this concept refers to all the

physical, chemical and biological factors, and all related behaviours external to the human host (Prüss-Üstün, Wolf, Corvalán, Bos & Neira, 2016).

The development of an individual is not influenced by a single factor but multi-dimensional factors of which the environment is not an exemption. In 1979, a developmental psychologist by named Uriel Bronfenbrenner propounded a theory known as Ecological Systems theory, which describes the relationship between the development of an individual and his or her environment. According to Bronfenbrenner and Morris (1998), the development of a child is greatly influenced by external forces outside him or her whilst the child is at the centre of these external forces (systems). The theory explains why everything in a child and the child's environment affects how a child grows and develops. He labelled different aspects or levels of the environment that influence children's development, including the microsystem, the mesosystem, the exosystem, the macrosystem and the chronosystem.



Micro system is the 1st layer and the closest to the child. This micro system encompasses the relationships and interactions a child has with his immediate surroundings (Berk & Petersen, 2004). It includes the family, home, school, church, peers and other people who have direct contact with the him/her. With regards to this system, the child has direct social interaction with these social agents which have strong influence and great impacts on the child's development.

The second layer in Bronfenbrenner's ecological system's theory is the mesosystem. According to Berk and Petersen (2004), the mesosystem is about the connections between two or more microsystems such as home, church, school, peers and others. It involves processes that occurs between the multiple microsystems in which the

individual exist. For instance, the kind of interaction that goes on at home will have impact on the child who will also carry it to the school, playgrounds and even church, where as interactions encountered at school will also be transferred to the other microsystems as well. Lasater, (2016) therefore said that, communicating and building relationships with your child's teacher is better than having contact with the teacher only when there is a problem.

Exosystem is the 3rd layer and it refers to a setting that does not involve the child as an active participant, yet its decisions and activities affect him or her. It includes decisions and activities that have bearing on an individual but in which they have no participation on the decision making processes. Although the child does not directly encounter this system, its impacts on the child's development cannot be ignored. An example is a parent whose salary increases as a result of being promoted at work and he is now able to provide all the basic needs of his child including quality education and the rests. Undoubtedly, the child's total development will be enhanced, although he has nothing to do with his father's work.

The 4th layer is the macro system and it involves the socioeconomic status of the child's family, ethnicity or race and living in a developing or a developed country. It is a broad system that includes values, customs and attitudes of the cultural group that the individual belongs to (Berk & Meyers, 1996). It also influences all the other lower layers of the ecosystem. Aspects of the macro system that influences other lower layers includes cultural characteristics of the child's society, socio-political and economic factors and they all collectively shape the development of the individual. Paquette and Ryan (2015), said that the impact of the macro system will often be

noticed only after making comparison between children and young people, growing up in different societies.

Chronosystem is the 5th layer and it includes the transitions and shifts in one's lifespan. This may also involve the socio-historical contexts such as patterning of environmental events, transition over life as well as socio-historical circumstances that may influence a person. Examples are divorce, death of a parent, etc. In many cases, family's response to different stressors within societal parameter determines the impact that the change will have on the individual's life.

The theory also states that, we or individuals are not mere recipients of the experience's we have when socializing with people in the environment but are contributors to the construction of such environment. A caring relation between the child and these social agents can help to influence a healthy personality of the child. For example, the attachment behaviours of parents, offer infants their first trust-building experiences and it can be healthy or unhealthy depending on the kind of attachment built.

Frimpong (2018), defines educational environment as a place where a child finds himself or herself and for learning purposes. The above definition of educational environment implies that, the school (which is the most famous educational environment), the home, play grounds and the church are all educational environment because wherever children find themselves, they learn either consciously or unconsciously. Here is a popular saying by Maria Montessori as cited in Durakoglu (2014), 'Adults admire their environment; they can remember it and think about it, but a child absorbs it, the things he sees are not just remembered; they form part of his soul, he incarnates in himself all in the world about him that his eyes see and his ears

hear'. This assertion confirms the fact, in getting children ready for formal education, the environment in which the child find himself or herself plays an important role as it can affect the child positively or negatively as far as school readiness is concerned.

2.7 Implications of the Theories for the Study

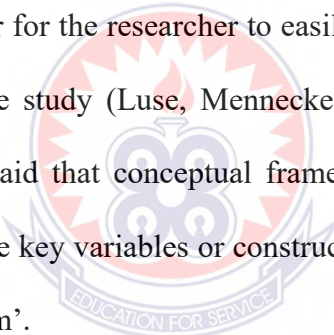
From the above theories, it can be realized that the various stages of development outlined in Erikson's psychosocial theory are closely related and dependent on the former. According to the theory, successful completion of each stage results in a healthy personality and the acquisition of basic virtues. Basic virtues are characteristic strengths that the ego can use to resolve subsequent crises. Failure to successfully complete a stage can result in a reduced ability to complete further stages and therefore a more unhealthy personality and sense of self, which will in turn hinder the child's school readiness for kindergarten education and his /her future academic work as well.

Furthermore, the environmentalist theory posits that the activities surrounding a child including those that he/she is directly involved and those that he/she is not directly involved all affect the development of the child so far as school readiness is concerned. For example, a popular movie entitled "Tarzan, King of the Jungle" directed by Bruce Humberstone in 1933 from Charles T. Stoneham's novel confirms the fact that, we as an individual are the product of our environment. The implication therefore is that, stakeholders of early childhood education (parents, early childhood educators, communities, etc.) should ensure that every environment in which children find themselves in is stimulating and soothing for the developmental needs and interest of the children. In the same manner, if early childhood care providers fail to provide environment conducive for nurturing children for formal school, children may

encounter challenges in their schooling right from the onset (kindergarten) and the consequences may affect their future learning, job opportunities and even their entire life.

2.8 Conceptual Framework

Camp as cited in Adom, Hussein and Agyem (2018), defined a conceptual framework as a structure that a researcher believes can best explain the natural continuance of the variable(s) to be studied. It is arranged in a logical structure to provide a picture or visual display of how ideas in a study relate to one another (Grant & Osanloo, 2014). In a statistical perspective, the conceptual framework describes the relationship between the main concepts of a study (Adom, Hussein, & Agyem, 2018). The framework makes it easier for the researcher to easily specify and define the concepts within the problem of the study (Luse, Mennecke & Townsend, 2012). Miles and Huberman (1994, p.18) said that conceptual frameworks can be ‘graphical or in a narrative form showing the key variables or constructs to be studied and the presumed relationships between them’.

The logo of the University of Education, Winneba, is a circular emblem. It features a central shield with a sunburst at the top and a banner at the bottom that reads "EDUCATION FOR SERVICE". The shield is surrounded by a decorative border.

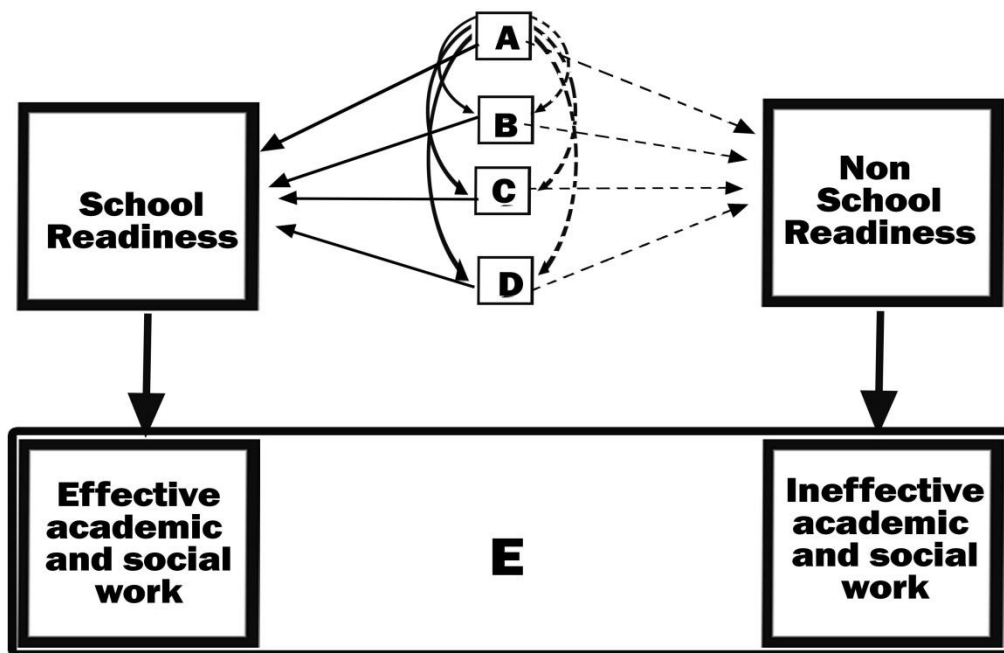


Figure 2.2: Conceptual Framework

- A. HOME:** Parents, Siblings, Relatives and Peers.
- B. HEALTH CARE PROVIDERS:** Health centres and Pharmacies.
- C. COMMUNITY:** Community Participation, Churches and Mosques.
- D. MEDIA:** Internet, Radios, Televisions and Phones.
- E. SCHOOL:** Teachers, Materials and Teaching methods.

Source: Researcher's own construct

Kindergarten school readiness is all about transition of children from the home or nursery to kindergarten school and gaining competencies that will enable the children to succeed at that level and beyond and these two characteristics rest on three dimensions namely, ready child, ready schools and ready families / communities (UNICEF, 2012). Therefore, the diagram above depict the fact that, parents play the apex role in the school readiness of their kindergarten children because it is their (parents) responsibility to prepare the children and present them to school. Moreover, it is the parents who have direct interactions with their children at home and also

initiate the child's interaction with the other institutions such as the community, school, health providers and the media, which helps to ready children for kindergarten education as well.

Hence, the child's development of certain competencies in the domains of cognitive, physical and affective as well as having successful transition to kindergarten is dependent on the interactions within, between or among the family, health care providers, community participation, the media and the school, which are all initiated by the parents. The philosophical underpinning backing the conceptual framework is Bronfenbrenner's ecological systems theory propounded in 1979.

2.9 Transition to Kindergarten

The transition to kindergarten marks a critical point in the lives of children and families' and regardless of previous early childhood program experiences, kindergarten may be a challenging leap for children and their families (Pianta & Cox, 2002). Pianta and Cox referred kindergarten transition to the period of time when families register their children for kindergarten and prepare to begin elementary school. When entering kindergarten, children can face vastly different educational contexts, expectations and requirements than experienced in their prior early education and home settings (Mashburn, LoCasale-Crouch, & Pears, 2018), and according to Purtell, Valauri, Rhoad-Drogalis, Jiang, Justice, Lin and Logan (2020), many children experience challenges with this transition.

When the National Education Goal Panel set forth the goal that, all children in America will start school ready to learn (Panel, 1995), it implied that there were certain skills, that determines if a child was ready to start school. Instead of focusing exclusively on the child as the school readiness indicator, new models encompass a

transition to school or “ready schools” framework, seeing the child and his or her abilities as situated within and dependent on a broader contextual perspective (Ramey, 1999). Coherent connections within and between these multiple contexts in a child’s life leads to stability in relationships and consistency in information sharing, particularly between pre-kindergarten and kindergarten teachers, and teachers and families, which may promote greater early school success (LoCasale-Crouch, Mashburn, Downer & Pianta, 2008).

According to Sameroff and Haith (1996), the ages of 4 to 7 years (roughly) mark a period of change in the “developmental agenda” in many cultures. Entry into the culture’s system of formal education, and expectations of responsibility and independence within that system, is one correlate of this shift. For example, the composition of children’s social networks starts to change during this developmental period, from networks in which children primarily interact with their immediate family to networks in which children primarily interact with other adults and children who are not their family members and may even come from different community.

Nelson (1998), posited that there is evidence of shifts in cognitive development during this period, in which enhanced memory, new reasoning abilities, and new strategies for recall emerge. Physiological changes may accompany these developmental changes (Thatcher, as cited in Rimm-Kaufman, & Pianta, 2000).

More to the point however, kindergarten is a different environment than preschool or home. Goals, demands, and the nature of the classroom environment are different, as it is the ecology surrounding this new environment. According to Haines, Fowler, Schwartz, Kottwitz, and Rosenhoetter as cited in Rimm-Kaufman and Pianta (2000), kindergarten typically has quite explicit goals for literacy, numeracy, and socialization

that are not formal, stated goals of preschool or home environments. The statement of these goals, their connection to a system of instruction, and the way they are tethered to success in later grades ushers into kindergarten an emphasis on formal instruction (i.e. instruction that has the specific intent of raising the child's skill level).

Such intent is not typical in preschool settings. Thus children, teachers, and families experience the entrance into kindergarten as a qualitative shift (Pianta & Kraft-Sayre, 1999). Interactions in the kindergarten classroom environment become increasingly intentional and focused on the child's academic progress. As a result, interactions between children and teachers differ compared with those between children and their preschool teachers or between children and their parents. Evidence suggests that the kindergarten experience, characterized by these new constraints, contributes to increased academic skills (Rimm-Kaufman & Pianta, 2000).

Theoretical work also emphasizes that transition experiences may impact later academic and social outcomes for children given that early school experiences often predict later school adjustment (Eckert et al. 2008). In fact, the kindergarten transition has been labelled a 'sensitive period' necessary for later school success (Rimm-Kaufman & Pianta, 2000).

Kindergarten Transition and the Family (Parents)

Family involvement in transition planning has been described as important for positive child outcomes (Stormshak, Kaminski, & Goodman, 2002). According to Castro, Bryant, Peisner-Feinberg, and Skinner (2004), promoting family involvement in education may improve children's school outcomes, both in early education and beyond. However, few studies have explored family perspectives, behavioural

involvement, and investment in the transition preparation and process (McIntyre, Eckert, Fiese, DiGennaro & Wildenger, 2007).

Because transition is characterized by both great environmental discontinuity between preschool or home and kindergarten and a decrease in family-school communication (Rimm-Kaufman & Pianta, as cited in Wildenger, & McIntyre, 2011), efforts to remedy these issues have largely guided recommendations to ease transition difficulties. Therefore, it is recognized that best practices to support kindergarten transition are marked by efforts to stimulate family involvement and to foster communication between home, preschool, and kindergarten contexts (Pianta & Kraft-Sayre, 2003).

According to Rimm-Kaufman and Sandilos (2017), parents' behaviours toward their children and the stimulation, materials and routines they provide in the home environment are key aspects of family factors that have substantial effects on children's adjustment to the first months and years of school. It is also recommended that transition practices target children prior to school entry as opposed to after entering kindergarten (Pianta et al as cited in Wildengerm & McIntyre, 2011).

Kindergarten Transition and the School

In as much as transition to kindergarten can be a challenge for both young children and their families, schools can also face challenges in terms of creating new relationships especially, if they are limited in resources, training, and capacity to interact with families. Annie E. Casey Foundation funded pilot project on school readiness in 2004 revealed that, communication and knowledge of curriculum across grade levels, family connections, and community involvement are hallmark of ready schools in the transitioning process (Kempema, 2020). In the transitioning process,

the school needs to build collaborative, responsive, and trusting relationships with families and it must also have competent, knowledgeable staff to implement transition practices.

2.10 The Concept Competency and Kindergarten Education

Kindergarten education place challenging demands (e.g. literacy, numeracy, and socialization that are not formal stated goals of preschool or home environments) on young children, who are confronted with complexity in many aspects of their lives. Krathwohl and Anderson (2009), defined competency as the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace.

Beginning kindergarteners need to acquire the ability or capability essential for full participation in kindergarten education. Lähdemäki (2019), outlined three learning domains that children need to get some level of competencies in;

- Cognitive (mental) skills such as attention, memory, reasoning and self-regulation etc.
- Physical (psychomotor) Children are expected to develop both their fine and gross motor skills to be efficient and effective movers when engaging in wholesome physical and health activities.
- Socio-emotional (affective) Children are expected to develop emotional skills, basic concepts pertaining to her/himself, how to relate well with other people in his/her immediate environment

A critical analysis of the above competences expected of the Ghanaian KG pupil clearly shows that, formal education indeed requires adequate planning and preparation in order to achieve the desired result. In the same manner, if stakeholders of early childhood education want children to build the necessary foundation needed for later school success and success in life, they should plan and prepare adequately for the children's transition from the home or preschool centre to the beginning class (kindergarten one).

Kindergarteners' Competency Development and the Family (Parents)

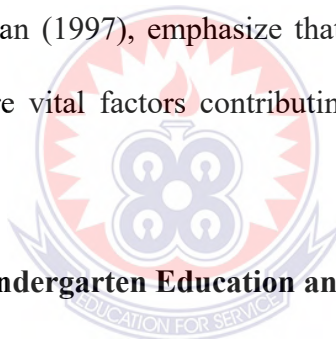
The demands of kindergarten education place stress on social and emotional competencies as well as cognitive and physical. Such demands as being independent from adults, getting along with other children, recognition and adherence to routine, and being alert and active for longer periods of time can challenge the beginning kindergartener. Bronfenbrenner's research (1979) emphasized the importance of the child's environment and its influence on the child's development (Višnjić, Jevtić, Lapat & Galinec, 2018), and the family, which is the first and the closest environment of the child cannot be overlooked so far as children competencies and skills development are concerned. According to Višnjić Jevtić, Lapat and Galinec (2018), the family environment in which a child finds himself/her is responsible for providing him/her with basic physical, social, and psychological conditions for adaptation throughout life.

In addition, Rimm-Kaufman and Sandilos (2004), posited that children's competencies are influenced by family processes as they enter school. For example, quality of parent-child relationships, as in parental sensitivity and stimulation, have a correlation with early school success. This implies that the quality of the family

environment of the child will determine the quality and quantity of the child's early experiences which is a contributing factor for competencies development.

Kindergarteners' Competency Development and the School

A lot of research studies such shows that child learning and development in the early years are influenced by the quality of space provided in the school. For example, Lozančić and Jevtić as cited in Vlah, Jančec, & Sabolić (2018), said that, space in the kindergarten classroom should be spacious enough to enable freedom of movement, interaction, independence, and freedom of relationships. A conducive and stimulating school physical environment enables children to actively participate and guarantee their intellectual, social, emotional, and creative abilities (Vlah, Jančec, & Sabolić, 2018). Katz and McClellan (1997), emphasize that space, schedule, and the child's autonomy during play are vital factors contributing to children's development and learning in the school.



School Readiness for Kindergarten Education and Cognitive Domain

Development

Cognition refers to the mental process by which external or internal input is transformed, reduced, elaborated, stored, recovered, and used. As such, it involves a variety of functions such as perception, attention, memory coding, retention, and recall, decision-making, reasoning, problem-solving, imaging, planning and executing actions (Berlin, 2001). Cognitive development is about how we use our minds and organizes thinking to understand the world around us. It depends upon the child's own pattern of development, the opportunity for playing with toys and games and experiences of activities and events. Cognitive development in pre-school children depends on many factors such as family, environment, genetics, culture, etc.

However, the first 6 years of life and especially when they reach 6 years of age, children have the biggest cognitive potential in their whole life.

Cognitive processes, in the form of meanings, judgments, appraisals, and assumptions associated with specific life events, are the primary determinants of one's feelings and actions in response to life events and thus either facilitate or hinder the process of adaptation (Lerner & Tiedens, 2006). Cognitive development is about how we use our minds and organizes thinking to understand the world around us. Kagan (1999), posited that the profile of cognitive abilities, beliefs, ethical values, coping defences, and salient emotional moods that characterizes each child at each developmental stage is the result of operating in complex ways. Most students of human development agree that the most important determinants of the different profiles includes:

1) The inherited physiologic patterns that are called temperamental qualities, 2) parental practices and personality, 3) quality of schools attended, 4) relationships with peers, 5) ordinal position in the family, and, finally, 6) the historical era in which late childhood and early adolescence are spent.

Kagan explained that each of these factors exerts its major influence on only some components of the psycho-logical profile and is usually most effective during particular age periods. However, their effects on the individual as far as development is concerned cannot be overlooked especially in accordance with the theories of child growth and development (as explained above).

The Role of Families/ Parents Towards Kindergarten Pupils' Cognitive Domain Development

According to Catron and Allen (2008), parents should provide children with toys that can stimulate their brain. Stimulating toys include toys that can make noise when

turned, dropped, shaken, or squeezed, toys that have coarse and smooth texture, toys that are soft and safe to chew on, brightly coloured objects, pictures, books to look at, objects that are moveable and easy to push, pull, or roll. Fathers who engage with their children in positive ways have significant effects on their cognition and language at 2 and 3 years (Shannon, Tamis-LeMonda, London, & Cabrera, 2002; Tamis-LeMonda, Shannon, Cabrera, & Lamb, 2004). This finding is important because it shows that fathers uniquely contribute to children's cognitive and socio-emotional development above the effects of mothers' engagement on children. These studies are guided by the Dynamics of Paternal Influences on Children over the Life Course Model that stipulates the important contribution of parent characteristics, child and context to parenting and children's outcomes (Cabrera, Fitzgerald, Bradley, & Roggman, 2007).

Brazelton and Greenspan (2009), posited that, the first important idea that parents of a new-born should have is that every child comes into the world with an enormous capacity to learn. Adequate and systematic stimulation, especially during the first three years of life helps to develop this enormous capacity. Therefore, it is of utmost importance that parents realize that there is no such thing as being too young to learn something or too young to be presented with a specific problem or situation and that, first six years of life should be filled with rich experiences (Wrigley, 1989).

Children are born with a great number of neurons that die out every day during the life (Alvarez-Borda, Haripal, & Nottebohm, 2004), and therefore, early years are the perfect time to exercise the brain cells and create stimuli that will lead to the maximum cognitive capacity. This means that children should be exposed to rich

home environment from day one. This can be started with simple activities to develop the sense of touch, smell, coordinated movement, hearing and sight.

Fox and Schirrmacher (2011), exerted that, parents can help their children develop their skills by observing the stages in cognitive development depending on the age of the child and designing activities targeted in the areas of math (counting games, numbers, etc.), language (storytelling, reading stories, singing songs, etc.), concentration (puzzles, construction games, cards, etc.) and creativity (art and music, drawings, collages, painting, clay, etc.).

Another factor that can spur cognitive improvement of the brain is healthy food. Kids' growing bodies need sufficient nutritional elements from a fresh and diverse diet. Food high in protein, like fresh meat, dairy products, fruits, and vegetables, help the brain gain mass during childhood. Also, food rich with Omega-3 essential fats (fish, nuts, eggs, etc.), allow better concentration, improving logical thinking, and problem-solving skills (Mosconi, 2018 and Logue, 2014).

During sleep, the brain is able to recharge, and can process, and store all the necessary information it has collected over the day. This is why a child's brain needs up to ten hours of continuous, quality sleep to re-energize and rest. To ensure kids always have a good night's sleep, use the time just before bedtime to focus on fun events, and their positive daily achievements. Creating a sense of comfort and well-being, allows them to have good dreams, which will spark imagination, and improve creativity (Weissbluth, 2015).

Providing young children with opportunities to learn by enrolling them into child care centres from an early age is extremely beneficial (NICHD Early Child Care Research Network, 2005) as it helps them develop all abilities within themselves and also helps

them to grow up to be balanced and intelligent people. Parents cannot spend their time with their kid, therefore enrolling children in controlled environment like the one in a learning centre enables them to get the best possible service and learning opportunities. Their social behaviour and interaction with other kids can help with overall development and readiness to learn and enjoy new things.

A lot of researchers are of the view that parents should encourage their child to try some manual and traditional activities that are, were and will be the main source of powerful brain stimuli (e. g. storytelling, Ludo, oware and many more) instead of modern technologies. Even though these modern devices can help a child learn a lot, a possible misuse and even addiction can occur if the child's time with the device is ignored.

Lastly, but not the least, parents need to provide children with the opportunity to explore the world as much as possible during the early years since the first 6 years of life are incredibly valuable because children perceive and acquire things in their own way and at a much faster pace than any other time in life. Therefore, parent should allow young children to learn and explore while safeguarding their safety.

School Readiness for Kindergarten Education and Physical Domain

Development

Physical development refers to the advancements and refinements of motor skills, or, in other words, children's abilities to use and control their bodies and these advancements are evident in gross- and fine-motor skills, and they are essential to children's overall health and wellness (Lloyd & Oliver, 2012). Gross- motor skills involve the use of large muscles in the legs or arms, as well as general strength and stamina. Examples of such skills include jumping, throwing, climbing, running,

skipping, and kicking. Fine-motor skills involve the use of small muscles in the arms, hands, and fingers. They are supported by advancements in perception, or the ways in which children use their senses to experience the world around them. Examples of such skills include stringing beads, scribbling, cutting, and drawing. Fine-motor skills enable children to perform a variety of self-help tasks, such as using utensils and dressing themselves (Trawick-Smith, 2014).

According to Adolph and Berger (2011), physical development involves developing control over the body, particularly muscles and physical coordination. The peak of physical development happens in childhood and is therefore a crucial time for neurological brain development and body coordination to encourage specific activities such as grasping, writing, crawling, and walking. It's a process that starts in human infancy and continues into late adolescence concentrating on gross and fine motor skills as well as puberty (Payne & Isaacs, 2017). Children learn through the other areas of development.

Moving the large muscles in the body, specifically the arms and legs consciously and deliberately increases gross motor skills. Gross motor control involves balance and stability with such movement as kicking, running, jumping, hopping, skipping, throwing, catching and galloping (Ozmun, & Gallahue, 2016). Achieving fine motor control involves using and coordinating the small muscles in the hand and wrists with mastery. During the development process, children have the ability to self-help and manipulate small objects such as scissors and writing tools. Fine motor skills generally follow gross motor development (Herr, 2001). Physical activity is very important for children's overall development and growth. Moving the different parts of our bodies, sitting up, rolling, crawling, walking, running, jumping, holding, and

manipulating different materials or objects are examples of ways in which they use their bodies to explore the environment and learn about the world. These are also ways to keep their bodies healthy, fit, and well-functioning.

Children's motor abilities in preschool develop as a result of physical development. As their bodies mature, children progressively strengthen their muscles and are able to better control their bodies. Skill mastery and development, however, are also the result of brain growth and development. For example, a pre-schooler kicking a ball back and forth with a peer or caregiver must have acquired control over muscles and their movement in order to be able to kick the ball. The child also depends upon vision to determine the location and direction in which to kick the ball and on hearing for instructions from a peer or caregiver.

Physical development is divided into two areas, growth and development. Growth is the physical changes of, the increase in size, height and weight. Development is how children gain control over their physical actions to do complicated and difficult activities more skilfully and easily. Growth and development are linked because the development and improvement of physical skills depends on the size of the child and their muscular strength. Physical development usually follows a sequence even though the age may vary. There are factors that can affect this sequence, such as a disability.

According to Piek, Baynam, and Barrett (2006), physical development is divided into fine motor skills and gross motor skills. Physical activity is critical for young children's development. Considering that preschool children learn best when they are actively engaged in their environments, it is essential that we provide them with ample opportunities to explore the environments by moving, touching, experimenting,

and manipulating different toys, objects, and materials. Studies indicate that physical activity in young children is linked to brain growth and development. One study that explored body and brain connections found that children's motor-play activities activate visual brain centres (Pagel, 2010). Findings like this suggest that motor activity contributes to the general organization of the brain, ultimately supporting the notion that 'young children need time to be active'.

Moreover, physical well-being is also linked to mental health. The World Health Organization defines health as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity (Kühn, & Rieger, 2017). This suggests that physical health is fundamentally linked to mental health, as well as other aspects of life. As children learn what their bodies can do, they gain self-confidence, promoting social and emotional development. Physical activities geared toward aiding in physical development contribute significantly to a person's health and well-being, according to the Surgeon General's report (Center, 1996).

Promoting children's physical development builds a foundation for long-term health and well-being (Perreira & Ornelas, 2011). Learning occurs best when children are actively engaged in meaningful environments and when they use their bodies to explore their surroundings and practice new skills. By encouraging the children in your care to be physically active, you can foster in them the enjoyment of the physical activity and the skills necessary for maintaining their wellness.

The Role of Parent Towards Kindergarten Pupil's Physical Domain Development

Physical development starts right after birth and this is the period where the child has not yet started school or formal education. This shows that, parents have key role to

play in the physical development of their children. It is therefore necessary for parents to put in place measures that will enable children to thrive as far as physical development is concerned and some are as follows;

- Nutrition: some foods are rich in vital nutrients that foster growth and development in children. For example, protein food such as fish, meat, egg, beans etc. enhances growth. Food like cassava, plantain, yam etc. provides the body energy. Protective foods (fruits and vegetables) enable the body to glow and what have you.
- Providing children with space to play and explore enables them to get mastery and it also serves as an avenue for physical exercise which aid in physical development.
- Providing them with manipulative materials like toys, legos, blocks etc. to enable children to develop their fine motor skills.

School Readiness for Kindergarten Education and Affective (Social-Emotional) Domain Development

According to International Training and Education Center for Health [I-TECH] as cited in Wheeler and Osborn (2011), affective domain addresses the emotional aspect of learning, as manifested through such behavioural attitudes as awareness, empathy, interest, attention, concern, responsibility and the ability to listen and respond. It also “focuses on attitude, motivation, willingness to participate, valuing what is being learned, and ultimately incorporating the discipline values into real life” (Ramalingam, Kasilingam, & Chinnavan, 2014, p. 27). According to Pinkar as cited in Brett, Smith and Huitt (2003), the affective domain is most closely associated with social behaviour. That is, the affective domain is seen as contributing to social interactions through a concept often referred to as social-emotional learning (SEL)

skills. Emotional competence is also useful in determining motives and states in others.

Miller (2015), defined Social-emotional development as a person's ability to understand the feelings of others, control their feelings and behaviours, and get along with peers. Emotional development is about an individual's relationships with people in different environments and situations. Emotional competence includes expressing emotions that are or are not, experienced, regulating emotions in ways that are age and socially appropriate, and decoding these processes in self and others (Halberstadt, Denham, & Dunsmore, 2001). Parker and Gottman, (1989) also posited that one of the preschool-aged children's most important developmental tasks in achieving sustained positive engagement with peers, while managing emotional arousal within interaction and beginning to meet the social expectations by persons other than one's parents.

Emotional competence is also important from a mental health perspective. Externalizing and internalizing behaviour disorders cause untold difficulty for parents, teachers, children themselves, and societies as a whole (Campbell & Ewing, 1990). Research on these problems during elementary school repeatedly mentions emotional factors (e.g. Dadds, Sanders, Morrison, & Rebetz cited in Denham, 2001). Moreover, such emotion-related descriptors often predict the continuity of such behaviour problems (Robins & Rutter, 1990). Thus, when developmental milestones of emotional competence are not negotiated successfully, children are at risk for psychopathology, both concurrently and later in life (Denham, Zahn-Waxler, Cummings & Iannotti, 1991).

Several studies highlight the interdependency of emotional and social competence (Denham, 2007; Saarni, 1999). Social interactions and relationships are guided, even defined, by the emotional transactions within them (Halberstadt, Denham, & Dunsmore, 2001). According to Denham (2007), emotional and social skills and attributes play a central role in the development of pathways to mental health and risk, as well as social and academic success, from foundations laid during preschool and grade school. Huffman, Mehlinger, and Kerivan (2000), opined that children need to master emotional and social developmental tasks, to succeed in school. Emotional and social transactions are intimately intertwined, children's emotional competence supports their growing social competence, and vice versa. The two (emotional and social competencies) can be united as affective social competence (Wong, McElwain & Halberstadt, 2009). However, the highly productive literature on peer relations still lags somewhat in integrating explicit elements of emotional competence into its models (Crick & Dodge, 1994; Ladd, 1999). Social and emotional development involves several interrelated areas of development, including social interaction, emotional awareness, and self-regulation.

Blair (2002), said that emotional competence supports cognitive development, pre-academic achievement, school readiness, and school adjustment, both directly, and indirectly, through its contributions to social competence and self-regulation. Children who enter kindergarten with more positive profiles of emotional competence, as well as well-developed skills of social competence and self-regulation, have not only more success in developing positive attitudes about and successful early adjustment to school but also improved grades and achievement (Ladd, Birch, & Buhs, 1999).

Precisely, when children enter school with friends, are well-liked, can make and sustain new friendships, and can initiate positive relationships with their teachers, all of which are supported by emotional competence, they also feel more positive about school, participate in school more, and achieve more than children who are not described this way. In contrast, children who are victimized by peers or who are angry and aggressive have more school adjustment problems and are at risk for numerous problems, including school difficulties with academic tasks. Later on, they are more likely to drop out and persist in their antisocial behaviour, such as delinquency and drug abuse (Raver & Knitzer, 2002).

The Role of Parents Towards Kindergarten Pupils' Affective Domain (Social-Emotional) Development

Cabrera, Tarkow, and Shannon (2006), posited that fathers who engage with their children in positive ways have significant effects on their social and emotional development at ages 2 and 3 years as well as pre-kindergarten and also, father supportiveness, is positively associated with children's emotional regulation at age 2. Emotional maturity implies that children have the ability to know when to control their anger, learn to take turns, and learn to share. It is the beginning of the ability to take the perspective of the other person. It helps nurture self-initiative, self-confidence, and autonomy (Eisenberg, Fabes & Spinrad, 2007). Learning social skills early in life is predictive of children's ability to adjust to society and be productive members of their culture (Elksnin & Elksnin, 2000).

Parents have numerous roles to play in the development of their children's social-emotional development. Before starting formal school, the child should be able to do certain things on his own. Examples are; communicating his needs, sit for a

considerable period, be able to eat independently, follow or respond to instructions, etc. This adds more brow to the saying “parents are the first teachers of their children”.

Data from several developing countries indicate that young children whose mothers are more responsive to their developing needs have a larger vocabulary and better cognitive skills, enthusiasm, and persistence for learning compared to children whose mothers do not demonstrate the same degree of responsiveness (Eshel, Daelmans, Mello & Martines, 2006). Clark (2009), said that, children beside their innate abilities; their acquisition of language could also be affected by social interaction. Moreover, Chomsky (2009) argues that Language learning is not really something that the child does; it is something that happens to the child placed in an appropriate environment much as the child’s body grows and matures in a predetermined way when provided with appropriate nutrition and environmental stimulation. Supportive and responsive relationships within the family are the building blocks of children’s social and emotional development required for success in school.

Challenges Parents face in Readyng their children for Kindergarten Education

Young children's development does not occur in isolation; rather it takes place in a rich context of direct and indirect influences. Research linking children's developmental outcomes and the environments in which they live supports the importance of recognizing the contexts of children's experience (Weigel & Martin, 2006). The ecological theory of child development advanced by Bronfenbrenner (1979) provides a conceptual basis for understanding the broad influences on children's development and school readiness as well.

Children living in families struggling to meet basic needs are less likely to be ready for school than children living in non-poor families (Resnick, Gueorguieva, Carter, Ariet, Sun, Roth, Bucciarelli, Curran & Mahan, 1999).

Early literacy experiences have been linked with later school success, whereby children who are not exposed to enriching literacy environments at home or childcare tend to struggle in school (Snow, Burns, & Griffin, 1998).

Issues identified with early literacy and school readiness touch areas of education, government, business, and media. Brown, Glyn, Amwake, Carolynn, Speth, Tim and Scott (2002), point out that community collaborative efforts often face challenges such as time constraints, communication gaps, differences in professional training, and funding limitations. However, successful collaborations—ones that can overcome these difficulties—have the potential to make tremendous impacts on priority community issues. Such collaborations will strengthen the fabric underlying early literacy and school readiness efforts in communities

Although the desire is to help children enter school ready to learn, community programs should be designed to strengthen the entire context in which young children live. Bronfenbrenner's (1979) ecological theory shows that a number of contexts, including family and community, influences children's development. Thus, efforts should not only be directed at children, but they should also include the adults who care for them, as well as the neighbourhoods, agencies, and organizations that touch children's lives. As mentioned previously, school readiness is not just a child or family issue—schools and communities need to be ready to accommodate the diverse needs and experiences of children and their families (Murphey & Burns, 2002).

Some parents think that educating children at the kindergarten level is not as important as the primary or junior high levels and because of that, their commitment towards their children at that level is not encouraging. Not to talk about putting measures in place to foster their school readiness for kindergarten education. For example, Abdulai (2014), findings revealed public prejudice about the relevance of early childhood education programs to the child's education and development as one of the challenges associated with early childhood education in the Winneba Municipality.

In addition, Cisneros-Cohernour, Moreno and Cisneros (2000), in their study revealed that kindergarten teachers had a problem in implementing the early childhood curriculum because parents have superficial beliefs in kindergarten education. For instance, most parents considered it as a playing ground for the children, and not as a learning setting, despite Curriculum Research and Development Division (2006), rationale that, early childhood curriculum has been enacted to meet the developmental needs of children at the formative years. This attitude of parents results in obstacle between the school and home collaboration.

According to Azzi-Lessing (2009), in education, infrastructure provides bases for the rest. However, logistics at that level is very poor as some of the pupils sit on the floor, some of their buildings are not in good condition, some schools are under trees, and many others. Ntumi (2016), stressed that, once the deficiencies related to infrastructure occur, it may trigger other problems as well.

Some parents have the desire to enrol their children in nursery schools to foster their readiness for formal education but due to financial constraints, they are unable to do so. This is because nursery education is fee-paying (since it is privately owned), unlike basic education.

Health challenges faced by some kindergarten pupils hinder their school readiness. Issues such as mental disorders, physical impairment, and emotional disorders pose a threat to the child's development which may affect his / her readiness for school negatively.

Ignorance on the part of some parent tends to affect how they address their children's developmental issues. Most parents are not knowledgeable in issues concerning child growth and development (especially, the uneducated). Because of that, they tend to do certain things that hinder the school readiness of their children unknowingly.

2.11 Chapter Summary

From the literature review, it can be seen that research on kindergarten school readiness is not conclusive. For instance, according to Diamond, Reagan and Bandyk (2000), parents stress on pre-academic skills and knowledge when it comes to school readiness. On the other hand, primary school teachers tend to stress on social and emotional aspects (Dockett & Perry, 2009). In addition, Pandis (2001), defined school readiness as the maturity level of the child that would allow for quiet, focused work, while UNESCO (2012), is of the view that kindergarten school readiness encompasses ready child, ready families and ready schools. This therefore gives a justification for the current study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

This chapter presents the methodology that guided the study. Specifically, the chapter covered research design, study setting, population (target and accessible), sample, sampling techniques, data collection instruments, issues of validity and reliability, data analysis, procedures as well as ethical considerations.

3.1 Philosophical Underpinning

A research paradigm is the philosophical motivation for undertaking a study (Cohen, Manion & Morrison, 2007). Therefore, the approach that researchers adopt in a study is underpinned by the paradigm they subscribe to base on a set of beliefs, assumptions, and the questions to be answered.

The positivist paradigm was adopted for this study. Researchers of the positivist tradition argue that social reality is “out there” (i.e., external and independent of the researched) and therefore it can be accessed through natural scientific means (Cohen et al., 2007). This study assumes factors responsible for children’s poor performance at the basic school level as social reality that could be investigated through a scientific approach. Researchers who subscribe to the positivist tradition are seen as adopting quantitative approach to research. Apuke (2017), posited that quantitative research methodology adopts mathematical and statistical methods to measure results. This implies that quantitative approach entails the use of measurement, testing and the use of numerical data to describe, explain and test relationships where computer soft wares such as the Statistical Product for the Service Solution (SPSS), t-test etc. could aid the analysis of data.

3.2 Research Design

For this study, a descriptive survey was considered a suitable and adopted for use. According to Avoke as cited in Maduekwe and Esiobu (2011), descriptive survey is an attempt to collect data from members of the population to determine the current status of that population concerning one or more variables. According to Aggarwal (2008), descriptive survey is a method of research which concerns itself with the present phenomena in terms of conditions, practices beliefs, processes, relationships or trends. Aborisade (2013), says, it is the one the researcher is interested in studying certain characteristics, attitudes, feelings, beliefs, motivations, behaviour, opinions of a population, which may be large or small, without attempting to manipulate any variables. This justifies the choice of descriptive survey design by the researcher because that exactly is what this study is all about.

The researcher collected data from members of the population and determined the current status of that population concerning one or more variables. A descriptive research design is useful because it can provide important information regarding the average member of a group. Specifically, by gathering data on a group of people, a researcher can describe the average member, or the average performance of a member, of the particular group being studied. It is an efficient and accurate means of determining information about a given population. The results from surveys are provided relatively quickly and ensure higher reliability than some other techniques.

However, the researcher was not oblivious to some of the weaknesses associated with survey design. Sampling error may occur due to the chance selection of different individuals and the presence of biases. Despite the shortcomings identified, the descriptive survey design was the most appropriate to use, because it is the dominant

form of collecting data in education and other social sciences. Again, the descriptive survey was considered the most appropriate design for conducting this study because according to Creswell and Poth (2016), it is the one that deals with recent happenings.

3.2.1 Setting

The study was conducted in public kindergarten schools in the Effutu municipality of the Central Region of Ghana. The Effutu Municipality is one of the 20 administrative districts in the Central region of Ghana. The Municipality lies between the Gomoa East and the Gomoa West Districts to western, northern, and eastern flanks. On the southern flank is the Gulf of Guinea. It covers a total land area of 95 square kilometres (Ghana Statistical Service, 2014).

Before 1988, the municipality was part of the then Gomoa-Awutu-Efutu-Senya District Council. In 1988, the then Awutu-Effutu-Senya district was carved out of the Gomoa-Awutu-Efutu-Senya District Council with the establishment of the PND Law 207 of 1988, which demarcated the country into 110 administrative unit districts from 65. Following the creation of the new districts in 2007, the Effutu Municipal Assembly was carved out of the then Awutu-Effutu-Senya District Assembly and was established by L.I 1860 with Winneba as its administrative capital, a town renowned for its specialized major institutions of higher learning (Ghana Statistical Service, 2014). The municipality is zoned into 4 area councils: Nsuekyir/Gyahadze Zonal Council, Kojo-Beedu North/Low-Cost Zonal Council, South-East Winneba Zonal Council, and South-West Winneba Zonal Council. Data from the 2010 Population and Housing Census indicates that the Municipality has a population of 68,597 which represents 3.1% of the population of the Central region (the second-lowest in the region), and it's made up of 49% males and 51% females. According to

the 2010 Population and Housing Census, 93.3% of the Municipality's population resides in urban localities, the highest in the region (GSS, 2014).

According to the 2010 Population & Housing Census, forty-one thousand, five hundred and sixty-eight (41,568) representing 80.7% of the population aged 11 years and older are literate who can read and write in English and Ghanaian languages only. The proportion of literate males (51.1%) is slightly higher than that of the females (49.9%) in the municipality. Out of 68,597 total population of the municipality, 8,464 constitute children below age 4 (which is 12.4 percent of the population), 7,782, and 682 live in the urban and rural communities respectively. The 2010 Population and Housing Census indicate that 1,675 which constitute 19.8 percent of children below age 4 are in the nursery schools.

3.3 Population

McMillan and Schumacher (2001), posited that a population is a group of elements, whether individuals, objects, or events, that conform to specific criteria and to which a researcher intends to generalize the results of his or her research. The population for this study was all parents/guardians of KG1 pupils in the entire municipality of Effutu.

Target population

In this study, the target population consisted of all parents/guardians of KG1 pupils from all the public basic schools in the Effutu Municipality. The focus was on the parents/guardians of KG 1 pupils in all the public kindergarten schools in the Effutu Municipality because of the essential role they play in the lives of these young children (KG 1 pupils) as far as school readiness is concerned. The researcher chose public kindergarten schools because they use a common curriculum, unlike the

private kindergarten schools, which use different models.

Accessible population

The accessible population for the study was 240 parents/guardians of KG1 pupils from the 9 selected public kindergarten schools within the 3 educational circuits (Winneba West, Winneba East and Winneba Central) in the Effutu Municipality.

3.3.1 Sample

A sample of 72 parents/guardians was used for the study. This sample size was taken from the 9 selected public kindergarten schools in the Effutu Municipality comprising 3 schools, selected from each of the 3 educational circuits (Winneba West, Winneba East and Winneba Central). According to Kothari (2004), a sample of 20% to 30% to the accessible size is desirable in a research study. Hence, 30% ($n = 72$) of the accessible population is deemed appropriate for the study.

3.4 Sampling Technique

Census, simple random and stratified sampling techniques were used in selecting the participants for the study. First, the census sampling technique was adopted. This was to enable the researcher to select respondents from all the 3 circuits in the municipality. Then, simple random (lottery) sampling technique was used to select the 9 public kindergarten schools from the 27 public kindergarten schools in the Effutu Municipality. Then, the stratified sampling technique was used. This technique was employed to stratify the pupils into group A and group B. Group A comprises of pupils whose parents/guardians are lettered and group B comprising pupils whose parent/guardians are not lettered. Then, a simple random sampling technique was employed again to select 8 pupils from each of the 9 selected public kindergarten schools in the municipality (4 from each group [A and B]). Making a

total sample size of 72.

The pupils who were selected had their parents/guardians considered for the study. Thus, the 72 respondents (parents/guardians) were selected through the pupils. The researcher adopted these techniques to enable her to get the right representation of the populace in the Effutu Municipality for the study.

3.5 Research Instrument

According to Frankel and Wallen (2000), the collection of data is extremely important because the conclusion of the study is based on what the data reveals. Therefore, the kind of data collected, the methods of data collection to be employed, and the scoring of the data need to be considered with care. Questionnaire was the data collection instrument deemed appropriate for this study because according to Creswell, as cited in Twum (2016), questionnaires offer fewer opportunities for bias or errors. It is also a stable, consistent, and uniform measure without variation. Hence, its usage in the study.

The items were on a five-point Likert-type scale. That is SD = strongly disagree, D = disagree, N = neutral, A = agree and SA = strongly agree. According to McLeod (2008), five-point Likert Scales have the advantage that they do not expect a simple yes/no answer from the respondent, but rather allow for degrees of opinion. Therefore, quantitative data is obtained, which means that the data can be analysed with relative ease. The five-point Likert-type questionnaire was found to be suitable for this study because it provides an in-depth measurement of the frequency of the roles parents play towards their wards' readiness for kindergarten education as well as the challenges that confront them.

The questionnaire consisted of 2 Parts, I and II. Part I of the questionnaire was for gathering demographic information of the respondents and it had a total number of 9 items. Part II consisted 3 sections (A, B, and C). Part II, Section A was on parents' agreement on the roles they play towards their children's readiness for kindergarten education before enrolling them in KG1. This section had a total number of 12 items.

Part II, Section B was on parents' roles they play towards their children's readiness for kindergarten education after enrolling them in KG1. This section also had a total number of 12 items.

Part II, Section C was on challenges confronting parents of KG1 pupils in their quest of providing their children with experiences that will help to foster their readiness for KG education. It had a total number of 8 items.

Both the conceptual and empirical literature formed the basis of the developed questionnaire, and subsequently used for data collection.

3.6 Validity and Reliability of the Instrument

3.6.1 Validity

As with any research, validity stems more from the appropriateness, thoroughness and effectiveness with which those methods are applied and the care given to thoughtful weighing of the evidence than from the application of a particular set of rules or adherence to an established tradition (Etwell & Bazely, 2004). Validity is defined as the ability of the research instrument to measure what it is intended to measure (Leedy & Ormrod, 2005). The face and content method were used to ensure the validity of the instrument.

3.6.2 Reliability

Reliability is the likelihood of obtaining the same or similar results when the instrument measures the same variable more than once, or when more than one person measures the same variable (Polit & Berck, 2004). In ensuring reliability, the instrument was piloted among parents who were not part of the study population. The internal reliability of the questionnaire was determined using Cronbach's alpha scores. Kothari (2004) offered the following guidelines regarding the interpretation of Cronbach's alpha scores: >0.9 is excellent, >0.8 is good, and >0.7 is acceptable, >0.6 is questionable, >0.5 is poor, and <0.5 is unacceptable. The Cronbach's alpha outcome yielded 0.80 internal consistency.

3.6.3 Pilot Testing

The pilot testing of the instrument provided the basis for refining the items and also for the development of the final version. According to Bell (2010), all data-gathering instruments should be piloted to test how long it takes participants to complete them, and to check that all questions and instructions are clear and to enable the researcher to remove any items which do not yield usable data. The instrument was pilot tested on a sample of 4 parents/guardians who have their wards in KG1 at some kindergarten schools which are within the same district but were not part in the study. I first sought permission from the respondents (parents) to partake in the pilot study. Respondents were sampled using the volunteer sampling technique and data were collected using the questionnaire.

Four copies of the questionnaires were distributed to the 4 parents and clear instructions were given to enable them to give their responses meaningfully. The researcher waited for the questionnaires to be completed and returned. The researcher

assisted one of the parents who could not read and write to answer the questionnaire by reading and explaining the text to her. The basis for carrying out the pilot test was to establish the reliability of the instruments. Using the Cronbach's alpha score, the reliability test results of the research instrument yielded 0.80 which is good.

3.7 Data Collection Procedures

Before administering the instruments, a letter of introduction was given to the researcher from the Department of Early Childhood Education, University of Education, Winneba, to the Effutu Municipal Education Office to seek permission to do the research. The office then endorsed the letter and gave a photocopy each of it to the Heads of the selected KG / Primary schools. The purpose of the study was stated in the letter and co-operation of the school's authorities, parents and teachers was sought. The participants were also assured of anonymity and confidentiality of whatever information they provided.

3.7.1 Questionnaires Administration Procedure

The questionnaire was administered personally by the researcher. The advantage of this is summarized by Osuala as cited in Asare (2015), that the researcher has the opportunity to brief respondents to understand exactly what the items mean so as to obtain the right responses. The researcher distributed the questionnaires to the parents in their various homes. After the distribution of the questionnaires, the researcher gave the respondents up to 2 week to complete the questionnaires. After which the researcher took the filled questionnaires back from the respondents. This was to enable the respondents to have ample time to respond to the questionnaires and ask for clarification should a need arise. The researcher also assisted some parents who could not read and write by reading and explaining the text to them.

3.8 Data Analysis Procedures

With the aid of Statistical Product for Service Solution (SPSS) software, descriptive statistics such as frequency counts, percentages and the mean and standard deviation, research questions 1, 2, 3 and 4 were analysed.

The paired samples t-test was adopted to address the hypotheses. Thus, in order to determine whether there was a significant difference in the roles parents play towards the cognitive domain development of their children before and after enrolling them in kindergarten, the paired samples t-test was adopted. The adoption of this statistical tool was necessitated by the data obeying all the assumptions of the paired samples t-test methodology especially normality assumptions. Paired samples t-test is also known in the literature as dependent t-test. It is a statistical methodology employed to examine whether the mean difference existing between two sets of observations is zero. The paired samples t-test can only be used if the same entity or variable is measured twice leading to pairs of observations.

Paired samples t-test is a parametric test and as result is characterised with several assumptions that must be obeyed before employing it. Some of the assumptions include: the variables should be continuous variables (interval or ratio); the individual observations must be independent of one another; the variable must be approximately normally distributed; and the variables must not contain any outliers. Thus, the paired sample t-test demands data to be numeric and continuous since it is built on normal distribution. It is important to indicate that the independence of the observations is not testable but can be assumed if the process of collecting the data was random without replacement. Also, for reliable results to be obtained from the paired sample t-test then the data must approximately follow the normal distribution since this test is

grounded on normal distribution. Outliers are data points that appear far away from most of the data points and it usually lead to unreliable results and for that matter conclusion.

The null and alternative hypotheses (two-tailed) of the paired sample t-test is given as:

$$H_0: \mu_d = 0 \quad (3.1)$$

$$H_1: \mu_d \neq 0 \quad (3.2)$$

The null hypotheses postulates that the true mean difference existing between the paired samples is zero. On the other hand, the alternative hypothesis postulates that true mean difference existing between the paired samples is not equal to zero. Therefore, in order to test the hypothesis, the sample mean is calculated, then the sample standard deviation is then obtained and the test statistic is calculated using equation (3.3). Lastly, the probability of observing the test statistic under the null hypothesis is obtained. The test statistic for the paired samples t-test to test the null hypothesis (equation 3.1) is denoted by t is given as:

$$t = \frac{\bar{x}_{diff} - 0}{s_{\bar{x}}} \quad (3.3)$$

where

$$s_{\bar{x}} = \frac{s_{diff}}{\sqrt{n}} \quad (3.4)$$

where

n = sample size (the number of observations)

\bar{x}_{diff} = the sample mean of the differences between all pairs

s_{diff} = sample standard deviation of the differences between all pairs

$s_{\bar{x}}$ = estimated standard error of the mean

The decision rule is that, compare the t-statistic to the critical value of t , if the absolute value of the obtained t-statistic is larger than the critical value of t , the null hypothesis is rejected. Using the p-value approach, the null hypothesis is rejected when the p-value is less than 5% (0.05) significant level.

3.9 Ethical Considerations

The participants were approached and a formal request to the heads of basic schools was made. The researcher outlined the nature of the research, the intention, the method intend to be used and the time. According to Polit and Beck (2004), confidentiality occurs when participants are protected in the study such that individual information provided is not made public without their consent. Therefore, the participants were assured that the information provided will not be shared with any other person, and will only be used for the purpose of the research.

Respondents were informed about the significance of the study and their consent was sought. Participants were informed that their participation is voluntary, and they were permitted to refuse to respond to questions or withdraw from the study at any stage if they wished. However, the participants were encouraged after the purpose of the study was explained.

3.10 Chapter Summary

The positivist paradigm was adopted for this study. The design used was descriptive survey and the study was conducted at the Effutu Municipality in the Central region of Ghana. The population comprised of parents/guardians of KG1 pupils in the 25 public kindergarten schools in Effutu municipality. The simple random sampling technique was used to sample 8 schools (3 schools from each 2 circuits out of the 3, and 2 schools from the remaining 1 circuit in the municipality). Thirty-two (32)

parents/guardians who have wards in KG1 were sampled for the study (4 parents/guardians from each of the 8 public kindergarten school) using simple random sampling technique.

Instruments used for data collection are questionnaires. The instrument was pilot tested in 2 different schools that were not part of the main study. Two (2) parents/guardians who have wards in KG1 were selected from each of the school. The researcher administered the questionnaires personally to the parents in their various homes and also a parent who could not read and write by reading and explaining the text to her. With the aid of SPSS software descriptive statistics such as frequency counts and percentages, t-test and the mean and standard deviation, the questionnaires were analysed.



CHAPTER FOUR

RESULTS PRESENTATION AND DISCUSSION

4.0 Overview

In this chapter, the focus is on the presentation of the results obtained from the data analysis. In addition, discussion of the results of the study is also captured in this chapter. This chapter is sub-divided into five (5) sections. The first section captures the discussion on the demographics of the respondents used for this study. The second section looked at the roles of the parents with respect to their wards cognitive domain development before and after enrolling them in KG 1. The roles of the parents with respect to their wards affective domain development before and after enrolling them in KG 1 is the focus of the third section of this chapter. The fourth section looked at the roles of the parents with respect to their wards physical domain development before and after enrolling them in KG1. The fifth section focused on the presentation of the results on challenges that confronts parents/guardians with respect to readying their wards for kindergarten education. The discussion on the various sections are presented below.

4.1 Demographics of the Respondents

This section of the study presents the characteristics of the respondents sampled for this study. The respondents used for this study were parents/guardians who have wards in KG 1. It is worth stating that 72 parents/guardians were used for this study. The characteristics of the parents/guardians are presented below.

4.2 Demographics of Parents/Guardians

This sub-section captures the characteristics of the parents/guardians used for the study. This study used 72 parents/guardians who have wards in KG1 of the selected

schools. The sub-section is sub-divided into gender and age sub-section, marital status of parents/guardians sub-section, location of the parents/guardians sub-section, educational distribution of the parents/guardians sub-section, occupational distribution of the parents/guardians and relationship and number of wards sub-section. The discussion on these sub-sections are presented below.

4.3 Gender and Age Distribution of Parents/Guardians

This sub-section looks at the gender and age characteristics of the parents/guardians sampled for this study. The results of the gender and age of the sampled parents/guardians are presented in a cross-tabulation form in Table 4.1. Table 4.1 shows that 58 or 80.6% of the sampled parents/guardians are female while 14 (19.4%) were male. The table further shows that the male and female are within different age brackets. Out of the 72 parents/guardians sampled for this study, 30 or 41.7% of them fall within 26 to 33 years' age range. Similarly, 20 constituting 27.7% of the sampled parents/guardians are between the age ranges of 34 to 41 years. In addition, 5 or 6.9% and 10 or 13.9% of the sampled parents/guardians are within 42 to 50 and 18 to 25 years' age ranges respectively. Moreover, out of the 30 parents/guardians within the 26 to 33 years' age range, 27 were female and 3 were male. This results show that the parents/guardians used for this study varies in age and gender. This offers experience from all categories of parents/guardians, which enrich the results of the study.

Table 4.1: Cross-tabulation of Gender and Age distribution of Parents

		Age							Total
		Below 18	18 – 25	26 – 33	34 – 41	42 – 50	51 – 59	Above 60	
Gender	Male	0	1(1.4%)	3(4.2%)	5(6.9%)	2 (2.8%)	2(2.8%)	1(1.4%)	14 (19.4%)
	Female	2 (2.8%)	9 (12.5%)	27 (37.5%)	15 (20.8%)	3(4.2%)	1(1.4%)	1(1.4%)	58 (80.6%)
Total		2 (2.8%)	10 (13.9%)	30 (41.7%)	20 (27.7%)	5 (6.9%)	3 (4.2%)	2 (2.8%)	72 (100%)

Source: Field Study (2020)



4.4 Relationship to wards/child in KG1

The sampled parents/guardians were asked to indicate their relationship with wards in the KG1. The responses of the sampled parents/guardians are summarized and presented in the cross-tabulation form in Table 4.2. It can be observed that 61 of them which constitutes 84.7% of the respondents indicated to be the parents of wards in KG and 11 or 15.3% are the guardians of the wards in the KG.

Table 4.2: Relationship to Wards in KG1

Relationship	Frequency	Percent (%)
Parent	61	84.7
Guardian	11	15.3
Total	72	100

Source: Field Study (2020)

4.5 Marital Status

The marital status of the parents/guardian was also sought. The responses of the parents/guardians are presented in the bar chart in Figure 4.3. The results show that majority (43 or 59.7%) of the sampled parents/guardians were married and 21 or 29.2% of them indicated they were single. This implies that majority of the parents/guardians are married and for that matter, they possess unique characteristics that will contribute positively to the study.

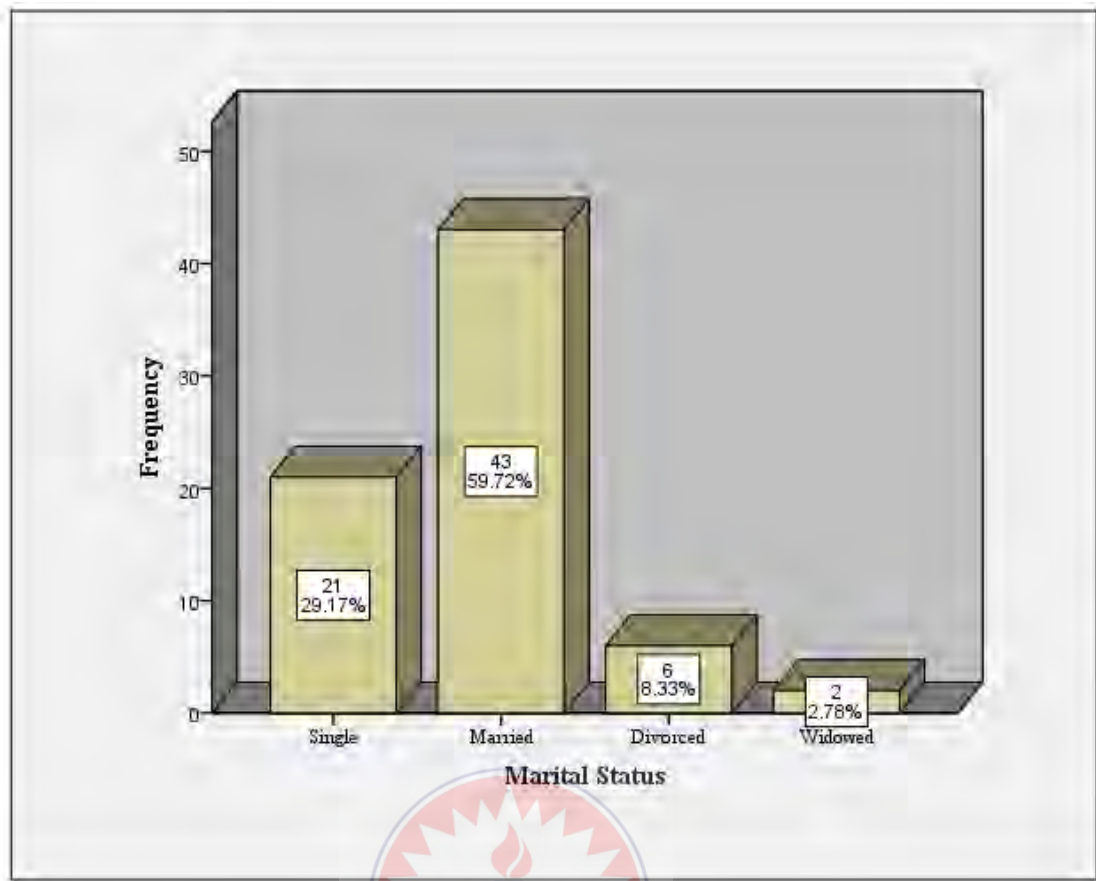


Figure 4.3: A Bar Chart Showing the Marital Status of Parents/Guardians

Source: Field Study (2020)

Location of Parents/Guardians

The parents/guardians were asked to indicate their areas of residence. This item was important because the environment in which a child grows up has significant impact on his/her development. The results as presented in Figure 4.4 show that majority (54 or 75%) of the parents/guardians live in the urban communities. This mix of urban and rural parents/guardians provides this study the opportunity to obtain views from both urban and rural dwellers.

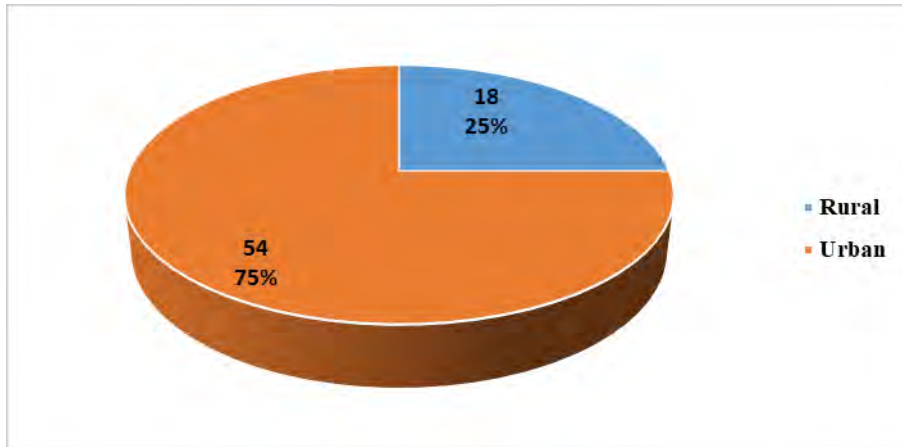


Figure 4.4: A Pie Chart Showing the Location of the Parents/Guardians

Educational Background of Parents/Guardians

The educational backgrounds of the parents/guardians were sought and the responses of the parents/guardians are presented in Table 4.3. The results shows that 6 or 8.3% of the respondents did not attend any formal education and same number of respondents attended school up to the primary level. In addition, 22 or 30.6% of the respondents hold either MSLC/JSS/JHS certificate as well as 26 (36.1%) and 24 (33.3%) attended school up to the SSS/S.H.S and tertiary level respectively. The educational background distribution of the respondents implies that the result of this study is more robust since it encompasses views from people on different levels or stages of literacy.

Table 4.3: Educational Background Distribution of Parents/Guardians

Highest Education level	Frequency	Percent (%)
NILL	6	8.3%
PRIMARY	6	8.3%
MSLC/JSS/JHS	22	30.6%
SSS/SHS	20	27.8%
Tertiary	18	25%
Total	72	100.0

Source: Field Study (2020)

4.6 Occupational Distribution of Parents/Guardians

The occupational distribution of the parents/guardians is presented in Table 4.4. It can be observed that 32 or 44.4% of the parents/guardians are traders and each 8 or 11.1% of the parents/guardians are farmers and teachers. The various occupations of the parents/guardians imply that the result can be viewed as evidence from parents/guardians from all sectors and this enrich the outcome of the study.

Table 4.4: Occupational Distribution of Parents/Guardians

Occupation	Frequency	Percent
Driver	2	2.8
Farmer	8	11.1
Hairdresser	10	13.9
Mason	1	1.4
Nurse	2	2.8
Seamstress	9	12.5
Teacher	8	11.1
Trader	32	44.4
Total	72	100.0

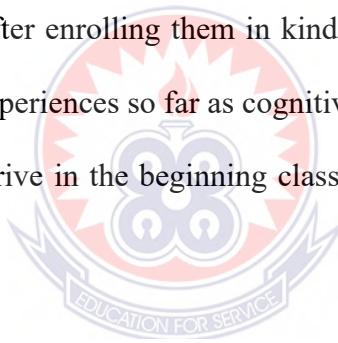
Source: Field Study (2020)

Research Question 1: To what extent do parents of KG1 pupils in the Effutu Municipality perform their roles towards their wards' development of cognitive domain before and after enrolling them in KG 1?

The first objective of this study is to examine the extent to which parents of KG1 pupils perform their roles towards their wards cognitive domain development before and after their ward(s) enrolled in KG1. Cognitive ability plays a major role in children's success at school since it enable them to think about and understand the world around them. In order to ascertain the role of parents in their wards cognitive developments before and after enrolling them in KG1, the parents were asked to rank their level of agreement with statements on cognitive developments. The statements

are about allowing children to play, making provision for children to engage in play, engaging children in reading or storytelling activities and taking children to educational places.

These activities help children to develop cognitively, for example, during play children engage in activities that involve the use of their mental faculty so making provision for them to engage in play is as equally as facilitating their cognitive development. Also, storytelling or reading allowed to children helps children to exercise their mental faculties as they imagine, recall or retell part of the story. Visiting educative places such as museum, zoo, gardens and the others enable children to learn about a lot of things. When children are provided with such opportunities before or after enrolling them in kindergarten education, it helps them to carry with them rich experiences so far as cognitive skill development is concerned and this helps them to thrive in the beginning class (KG1) and for that matter, their entire school life.



The results are sub-divided into cognitive development before and cognitive development after enrolling ward(s) in KG1. The results of the extents of parents' roles towards their ward(s) cognitive developments before enrolling in them in KG1 is presented in Table 4.5 and after enrolling ward(s) in KG1 is presented in Table 4.6. In order to determine the extent to which the parents perform their roles towards the cognitive development of their wards before and after enrolling them in KG1, the reference point value was established as 0 – 1 = low, 2 = moderate and 3 – 4 = high.

Parents' Roles Towards their Ward(s) Cognitive Development before Enrolling them in KG1

The Table 4.5 shows that majority, 50 or 69.5% of the parents/guardians agreed that they use to allow their wards to play before enrolling them in KG1 and this is good for the children's cognitive development. Similarly, the parents were asked whether they made provision for their wards to play and the responses revealed that majority, 48 or 66.7% of the parents/guardians disagree that they made provision for their wards to play. This implies that the parents do not make the necessary provision needed by the child to engage in some constructive play in order to enhance his/her cognitive development and even other domains as well. Similarly, the results show that majority, 59 (81.9%) of the parents do not engage their wards in reading or storytelling activities before enrolling them into KG1. The results presented in the Table 4.5 further shows that 57 (79.2%) of the parents did not send their wards to educative places before enrolling them in KG 1.

Table 4.5: Cognitive Development before Enrolling in KG 1

	SD	D	N	A	SA
Allowed playing	5 (6.9%)	6 (8.3%)	11 (15.3%)	37 (51.4%)	13 (18.1%)
Provision for playing	12 (16.7%)	36 (50%)	14 (19.4%)	6 (8.3%)	4 (5.6%)
Reading/storytelling	18 (25%)	41 (56.9%)	3 (4.2%)	7 (9.7%)	3 (4.2%)
Educative places	17 (23.6%)	40 (55.6%)	8 (11.1%)	7 (9.7%)	0 (0%)

Source: Researcher's own calculation via SPSS; NB: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

By and large, it should be stated that the extent to which parents perform their roles towards the development of their wards cognitive domain before enrolling them in kindergarten is low. From Table 4.5, out of the 4 statements that parents indicated

their level of agreement on, it was only 1 statement that the majority of the parents indicated that they agree with it. This can be detrimental to the children's cognitive developments since it can make them miss the benefits (as mentioned above) associated with performing these activities with them before they are enrolled in KG1.

Parents' Roles Towards their Wards Cognitive Development after Enrolling them in KG1

Also, the Table 4.6 depict the results of the extent of parents' roles towards their wards cognitive developments after enrolling their wards in KG1. The results shows that majority (65 or 89.3%) indicated that they allowed their wards to engage in playing activities. This is good for their cognitive development. However, 53 or 73.6% of the sampled parents/guardians revealed that they do not provide their wards with the necessary materials for playing. Similarly, majority 61 (79.2%) of the sampled parents indicated they do not engage their wards in reading or storytelling activities after enrolling them in KG1. The Table 4.6 further reveals that 67 or 93.1% of the sampled parents do not send their wards to educative places after enrolling them in KG1.

Table 4.6: Cognitive Development after Enrolling in KG1

	SD	D	N	A	SA
Allowed playing	2 (2.8%)	5 (6.9%)	0 (0%)	48 (66.7%)	17 (22.6%)
Provision for playing	19 (26.4%)	34 (47.2%)	7 (9.7%)	9 (12.5%)	3 (4.2%)
Reading/storytelling	17 (23.6%)	44 (55.6%)	2 (2.8%)	6 (8.3%)	3 (4.2%)
Educative places	21 (29.2%)	46 (63.9%)	2 (2.8%)	2 (2.8%)	1 (1.4%)

Source: Researcher's own calculation via SPSS; NB: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree.

From Table 4.6 it can be seen that the extent to which parents perform their roles towards the development of their wards cognitive domain after enrolling them in KG1 is low. This is because, out of the 4 statements that parents indicated their level of agreement on, it was only 1 statement that the parents indicated that they agree with it. Even, after enrolling children in school (KG1), there is the need for parents to provide them with experiences that help to enhance their cognitive development because they are still in their formative years. By so doing, putting them on trajectory for effective academic and social work.

Research Question 2: To what extent do parents of KG1 pupils perform their roles towards their wards' development of affective domain before and after enrolling them in KG 1?

The second objective focused on the role of parents in their wards affective domain developments before and after enrolling them in KG1. Affective development help children to express themselves more easily, have better empathic and social skills. This enable them to do better academically. The statements are about parents attending community programmes with their children, developing daily routines for their children, and talking to children about their school. These activities help children to develop their affective domain. For instance, when parents attend community programmes with their children, it gives children the opportunity to interact with other people in the community and learn the way of life of their community. Also, developing daily routines for children help to instill in children the habit of obeying rules and regulations. Talking to children about their school and listening to their concern gives children the opportunity to come out with worries, fears and any other issue concerning their school and this helps them feel secured emotionally.

The results of the role played by the parents/guardians towards the affective developments of their wards before enrolling them in KG1 is presented in Table 4.7, whilst the role played by the parents/guardians towards their wards affective developments after enrolling them in KG is presented Table 4.18. In order to determine the extent to which the parents perform their roles towards the affective development of their wards before and after enrolling them in KG1, the reference point value was established as 0 – 1 = low, 2 = moderate and 3 = high.

Parents Roles Towards their Wards Affective Domain Development before Enrolling them in KG1

Table 4.7 shows that 40 or 55.6% of the sampled parents indicated that they attend community programmes with their wards before enrolling them in KG1. This implies that majority of the sampled parents assist in the affective development of their wards because attending community events such as festivals, weddings and the likes gives children the opportunity to socialize with others where they talk and express themselves freely. This helps children to develop their oral skills. It also gives children the opportunity of acquiring knowledge on their society's norms, beliefs, values and practices. This enables children to carry with them rich experiences into the school. It also help them to relate well with one another.

However, 59 (82%) out of the 72 parents/guardians revealed that they do not engage their wards in daily routine activities. This hinder the children's school readiness in terms social development because daily routines practices enable children to develop certain skills such as forming good habit, turn taking and reduces anxiety which are essential skills needed to thrive at school. For instance, at school there are different times allocated for different activities continually. Examples are break periods, snack

times, instructional periods and many others. Therefore, developing routines for children at home enables them to cope with school practices easier since they are already familiar with timely practices and the adverse is the otherwise.

Again, out of the 72 parents/guardians, 49 or 68.1% of them indicated they told their wards about the new school they were about to be enrolled in and listened to the concerns they (children) expressed. This implies that majority of the parents psyche the minds of their children before taking them to school and this helps to prepare the children emotionally and as a result, makes them eager and ready to enter school.

Table 4.7: Affective Development before Enrolling in KG1

	SD	D	N	A	SA
Community programmes	4 (5.6%)	20 (27.8%)	8 (11.1%)	29 (40.3%)	11 (15.3%)
Daily routines	12 (16.7%)	47 (65.3%)	7 (9.7%)	4 (5.6%)	2 (2.8%)
New school concerns	8 (11.1%)	11 (15.3%)	4 (5.6%)	31 (43.1%)	18 (25.0%)

Source: Researcher's own calculation via SPSS; NB: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

The extent to which parents perform their roles towards their wards affective domain development before enrolling them in KG1 is moderate according to Table 4.7. This is because, 2 out of the 3 statements had majority of the parents indicated that they agree.

Parents' Roles towards their Wards Affective Development after Enrolling them in KG1

The results of the role of parents towards the affective development of their wards after enrolling them in KG are presented in Table 4.8. The results shows that 44 or 61.2% of the parents revealed that they attend community programs with their wards,

which helps in their affective developments as explained above. On the other hand, majority (51 or 70.8%) revealed that they do not develop daily routine practices for their wards and this can make their children find it difficult to adapt to certain practices in the school. Similarly, majority (51 or 70.8%) of the parents/guardians indicated they talk to their wards about the new school they have been enrolled in and listen to their concerns. This helps children to feel secured emotionally, which enhances their affective domain development.

Table 4.8: Affective Development after Enrolling in KG1

	SD	D	N	A	SA
Community programmes	8 (11.1%)	14 (19.4%)	6 (8.3%)	31 (43.1%)	13 (18.1%)
Daily routines	10 (13.9%)	41 (56.9%)	10 (13.9%)	7 (9.7%)	4 (5.6%)
New school concerns	4 (5.6%)	8 (11.1%)	9 (12.5%)	34 (47.2%)	17 (23.6%)

Source: Researcher's own calculation via SPSS; NB: SD = Strongly Disagree; D =

Disagree; N = Neutral; A = Agree; SA = Strongly Agree.

Table 4.8 shows that, the extent to which parents perform their roles towards their wards affective domain development after enrolling them in KG1 is moderate. This is because, out of the 3 statements responded by the parents, 2 had majority of the parents indicated that they agree.

Research Question 3: To what extent do parents of KG1 pupils perform their roles towards their wards' development of physical domain before and after enrolling them in KG 1?

The third objective considered under this study is the role of the parents towards the physical domain development of their wards before and after enrolling them in KG1. Physical development enables children to further their learning through exploration. The statements are about parents ensuring that their wards are provided with balanced

meal, enough sleep, postnatal care, the services of pediatricians and safety. All these help in the physical development of children. For example, balanced meal provides children with all the needed nutrients needed for their growth and development. Enough sleep/ rest also helps children to relax their entire body including their muscles, which help their overall mental and physical health. Postnatal prevent most maternal and child morbidity and mortality and helps to improve children's general health and physical development as well. Employing the services of pediatricians to examine the overall health condition of children enable parents to know if their children have a health challenge that can affect their learning and take the necessary measures to prevent or reduce its hazards on the child. Failure on the part of the parents to employ the service of a pediatrician to examine their children before enrolling them in school can affect the physical health of their children, especially when the child may be having a health challenge. Ensuring the safety of children when they are playing, prevent them from sustaining injuries which can affect their physical health.

The results of the extent of the parents' role towards their wards physical development before enrolling them in KG1 are presented in Table 4.9 and the results of the extent of parents' role towards their wards physical development after enrolling them KG1 are presented in Table 4.10. In order to determine the extent to which the parents perform their roles towards the physical development of their ward(s) before and after enrolling them in KG1, the reference point value was established as 0 – 2 = low, 3 = moderate and 4 – 5 = high.

Parents/Guardians' Roles Towards their Wards Physical Development before Enrolling them KG1

The results in Table 4.9 show that 41 or 57% of the parents/guardians revealed that they did not provide balanced meal daily for their wards before enrolling them in KG1 while 22 representing 30% of the parents revealed that they offered daily balanced meal before enrolling them in KG1. This implies that slightly above the average number of the parents did not offer their wards balanced meal daily before enrolling them in KG1, which is not good for the physical development of their wards.

Majority of the parents/guardians (68 or 94.5%) revealed that they agree with the statement that they take their wards for post-natal care regularly and take the necessary vaccinations. However, 94.4% or 68 of the parents indicated that they allowed their wards to have enough rest which is good for the physical development of their children.

The parents were asked to indicate whether they took their ward to pediatrician to examine the child before enrolling them in KG1. The responses of the parents/guardians revealed that except 2 parents/guardians, none of them sent their wards to pediatricians before enrolling them in KG1. Almost all the sampled parents revealed that they ensure the safety of their wards when they are playing.

Table 4.9: Physical development before enrolling in KG1

	SD	D	N	A	SA
Balanced meal	10 (13.9%)	31 (44.1%)	9 (12.5%)	18 (25%)	4 (5.6%)
Postnatal	0 (0%)	4 (5.6%)	0 (0%)	56 (77.8%)	12 (16.7%)
Enough sleep	0 (0%)	3 (4.2%)	1 (1.4%)	51 (70.8%)	17 (23.6%)
Pediatrician	43 (59.7%)	27 (37.5%)	0 (0%)	2 (2.8%)	0 (0%)
Safety	0 (0%)	0 (0%)	12 (16.7%)	49 (68.1%)	11 (15.3%)

Source: Researcher's own calculations via SPSS; NB: SD = Strongly Disagree; D =

Disagree; N = Neutral; A = Agree; SA = Strongly Agree The extent to which parents perform their roles towards their wards physical development before enrolling them KG1 is moderate based on Table 4.9. Out of the 5 statements, 3 were indicated agreed by the parents.

Parents Roles Towards their Wards Physical Domain Development after Enrolling them in KG1.

The results of the role of parents play towards the physical development after enrolling their wards in KG1 presented in Table 4.10 shows that 48 or 66.7% of the sampled parents/guardians indicated that they do not provide balanced meal for their wards. The results further revealed that 65 or 90.3% of the sampled respondents indicated they do not take their wards for postnatal care regularly. This is harmful to the physical development of the child. Almost all the parents revealed that their wards have enough rest. The responses of parents also showed that majority (67 or 93.1%) indicate they do not send their wards to pediatrician after enrolling them in KG1. Lastly, 69 or 95.8% of the parents indicated that they ensure the safety of their wards when they are playing.

Table 4.10: Physical development after enrolling in KG1

	SD	D	N	A	SA
Balanced meal	15 (20.8%)	31 (43.1%)	3 (4.2%)	20 (27.8%)	3 (4.2%)
Postnatal	19 (26.4%)	46 (63.9%)	2 (2.8%)	5 (6.9%)	0 (0%)
Enough sleep	0 (0%)	0 (0%)	4 (5.6%)	54 (75.0%)	14 (19.4%)
Pediatrician	13 (18.1%)	54 (75.0%)	1 (1.4%)	4 (5.6%)	0 (0%)
Safety	1 (1.4%)	2 (2.8%)	0 (0%)	59 (81.9%)	10 (13.9%)

NB: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly

Agree

Table 4.10 shows that, the extent to which parents perform their roles towards their wards physical development after enrolling them KG1 is moderate. This is because, out of the 5 statements, only 2 were indicated agreed by the parents.

Research Question 4: What challenges confront parents of KG 1 pupils with regard to readying their wards for kindergarten education?

The last objective of the study focused on looking at the challenges confronting parents with regards to readying their wards for kindergarten education. This sought to find out some of the challenges that affect children's kindergarten school readiness negatively. The parents were asked to indicate their level of agreement on a Five-Point Likert scale with the challenges confronting them and the result is presented in Table 4.11. The statements are about financial problems, Illiteracy, lack of education or information about KG school readiness, inadequate time, health challenges of parents and children and inadequate collaboration among teachers, parents and communities. The above challenges can be a hindrance to kindergarten school readiness. For example, lack of education on kindergarten school readiness will make

parents unaware of the need to perform certain roles to prepare their wards for kindergarten education.

Table 4.11: Challenges of Parents

	SD	D	N	A	SA
Financial constraints		9 (12.5%)		39 (54%)	24 (33.5%)
Illiteracy	43 (59.7%)	25 (34.7%)	1 (1.4%)	3 (4.2%)	0 (0%)
Lack of education or Information about Kindergarten Readiness	3 (4.2%)	5 (6.9%)		41 (56.9%)	23 (31.9%)
Inadequate time	14 (19.4%)	45 (62.5%)	2 (2.8%)	11 (15.3%)	0 (0%)
Health challenges of parents	19 (26.4%)	44 (61.1%)	0 (0%)	9 (12.5%)	0 (0%)
Childs health challenges	21 (29.2%)	39 (54.2%)	0 (0%)	12 (16.7%)	0 (0%)
Inadequate collaboration among parents, teachers and communities	13 (18.1%)	48 (66.7%)	4 (5.6%)	7 (9.7%)	0 (0%)

Source: Researcher's own calculations via SPSS; NB: SD = Strongly Disagree; D =

Disagree; N = Neutral; A = Agree; SA = Strongly Agree

- It can be observed from Table 4.11 that, 63 or 87.5% parents indicated that financial constraint is a challenge for them. About 95.8% of them revealed that, illiteracy is not a challenge for them. Also, 64 or 88.9% of the parents indicated that lack of or inadequate education on kindergarten school readiness is challenge for them. Lastly, 59 (82%), 63 (88%), 60 (83%) and 61 (84.7%) of the parents revealed that inadequate time, health challenges of parents, health challenges of children and inadequate collaboration between parents and teachers respectively, are not a challenge to them. Thus, financial constraints, illiteracy and lack of education or information about kindergarten

readiness are the major challenges confronting them with respect to readying their wards for kindergarten education.

Test of hypothesis: Paired Samples T-Test for Cognitive Development before and after Enrolling the Wards in KG1

Cognitive ability influences the other domains and since it is the predominantly domain that is usually used as an indicator of school success, a hypothesis was tested on research question 1. This was to bring clarity on whether there is a significant difference between the extent of parents/guardians' roles towards their wards cognitive development before and after enrolling them in KG1, and a paired samples t-test was used. The result of the t-test is presented in Table 4.12. From Table 4.12, it is observed that there was no significant difference between the extent of the parents'/guardians' roles towards their cognitive domain development before and after enrolling their wards in KG1. Specifically, the results show that there is no significant (p-values >0.05) difference between their roles before and after enrolling them in KG1 with regards to the measures used for this study.

Table 4.12: Paired Samples T-Tests for Cognitive Development before and after Enrolling their Wards in KG1

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Allowed playing before – Allowed playing after	.251	.312	.074	–1.225	1.727	1.990	71	.103
Pair 2	Provision for playing before – Provision for playing after	.174	.385	.087	–1.561	1.808	1.913	71	.161
Pair 3	Reading storytelling before – Reading storytelling after	–.099	.278	.069	–1.475	1.277	–1.359	71	.109
Pair 4	Educative places before – Educative places after	.082	.417	.114	–.145	.109	.173	71	.102

Source: Researcher's own calculation via SPSS; NB: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree;

SA = Strongly Agree

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This is the final chapter of the study and it concludes the whole study. It presents the summary of the methodology adopted in data the collection and analysis of the data so as to come out with the main findings addressing the research questions formulated on the roles parents play towards children's' readiness for kindergarten education and the limitations. Conclusions will be reached based on the main findings to permit the provision of appropriate recommendations and also, suggestions for further studies.

5.1 Summary of the Study

This study aimed at examining the roles parents play to make their wards ready for kindergarten education in the Effutu municipality. In order to achieve this, an extensive portrayal of background to the study, statement of the problem, purpose of the study, research objectives, research questions, hypotheses, significance of the study and also, a rigorous literature review was done.

The study employed a descriptive survey design using questionnaires as the instruments for data collection. Simple random sampling technique was used to sample 9 public kindergarten schools out of the 27 kindergarten schools in the 3 circuits in the municipality (3 schools from each of the 3 circuits). Seventy-two (72) parents/guardians were randomly sampled for the study (8 from each of the 9 schools). Descriptive statistics, frequencies, percentages and t-test were used in the data analysis processes.

5.2 Key Findings

The purpose of the study was to find out the extent to which parents perform their roles towards KG1 pupils school readiness to establish the level of their awareness with regards to kindergarten school readiness and these key findings were obtained after a meticulous analysis of the results;

The extent to which parents/guardians perform their roles towards beginning kindergartener's cognitive domain development before and after enrolling them in KG1 is low.

The extent to which parents/guardians perform their roles towards beginning kindergarteners' affective domain development before and after enrolling them in KG1 is moderate.

The extent to which parents/guardians perform their roles towards beginning kindergarteners' physical domain development before and after enrolling them in KG1 is moderate.

The main challenges confronting the parents are financial constraints and lack of information on school readiness for kindergarten education.

5.3 Limitation of the Study

There is no research without limitations. With this study, some of the parents could not understand the text well and the researcher at times had to explain the text to them. There is no doubt that, their effects may affect the validity of the data collected.

5.4 Conclusions

As a result of the findings of this study, the following conclusions were drawn:

The roles parents play towards their children's development of cognitive, affective and physical domains before and after enrolling them kindergarten schools is seemingly far below expectation and this is as a result of lack of education on school readiness for kindergarten education and inadequate funds. Therefore, the poor performance of pupils at the basic school level could be attributed to the fact that, deliberate effort is not made to prepare children to build strong foundation for learning at the kindergarten level.

5.5 Recommendations

The following recommendations were made, based on the findings and conclusions of the study:

First and foremost, there should be an education on school readiness for kindergarten education in the entire municipality so as to create public awareness.

The government should formulate or implement a policy that will educate the public on kindergarten school readiness. This can be done right from birth by educating mothers of new-born babies on school readiness during post-natal care check-ups.

Also, the Effutu Education Directorate through the help of the school and community leaders, school should organize meetings for prospective beginning kindergarteners' parents once a while to enlighten them on measures that they can put in place to ensure that beginning kindergarteners have successful transition from the home to the school.

Again, all stakeholders of education should come together to reconsider the current policy on nursery education so as to include it in the Free Compulsory Universal Basic Education to provide free and equal access to all children in order to prepare them, especially those who may be at risk of starting kindergarten without the necessary competencies or skill needed to thrive.

Lastly, parents should be encouraged to be committed to the education of their younger children by visiting their schools often to check on their development, providing their children with necessary materials needed both at school and home to enable children to build strong foundation for learning.

5.6 Suggestions for Further Research

The current study is limited in scope because it was based on samples from parents who had wards in KG1 in the Effutu Municipality. To make the study more evocative and the results generalizable for the whole country, there is the need to reproduce this study among populace using substantial geographic areas.

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APPENDIX

QUESTIONNAIRE
UNIVERSITY OF EDUCATION, WINNEBA
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EARLY CHILDHOOD EDUCATION
QUESTIONNAIRES FOR ASSESSING PARENTS ROLE TOWARDS
CHILDREN'S READINESS FOR KINDERGARTEN EDUCATION

Dear parent,

I am a Master's student in the above-named University. I am conducting a survey to examine the roles of parents towards children's readiness for kindergarten education in the Effutu Municipality. I would be very grateful to have you participate in this study. Please, be assured that any information given is solely for the purpose of the research and would be kept very secret and confidential.

Thank you,



SECTION A

Instruction: Please respond by ticking [] in the appropriate box for the response applicable to you.

1. Gender: Male [] Female []
2. Age: Below 18 [] 18-25 [] 26-33 [] 34-41 [] 42-50 []
 51-59 [] 60 and above []
3. Relation to the child: Parent [] Guardian [] Sibling []
4. Marital status: Single [] Married [] Divorced [] Widowed []
5. Location:
6. Education: **a.** JHS [] **b.** SHS [] **c.** Tertiary []
7. Occupation:

SECTION B**Before my ward(s) started (KG1)**

Instruction: The following is a list of statements. Kindly tick how you would rate the following statements as it applies to the activities you performed before enrolling your ward(s) in KG. You are required to tick either ‘Strongly agree’ (SA), ‘Agree’ (A), Neutral (N), ‘Disagree’ (D) or ‘Strongly disagree’ (SD) with each statement.

	SD	D	N	A	SA
Cognitive Developments					
I allowed my ward to engage in playing					
I made provision for my child to engage in playing					
I enrolled my child in nursery education					
I read or do storytelling with my child					
I took my child to Educative places					
Affective development					
I took my child to Community programmes such as festivals					
I developed daily routines for my child eg. Wake up, eat and go to bed					
I talked to my child about his/her new school concerns					
Physical development					
I provided my child with balanced meal always					
I took my child to Postnatal care					
I ensured that my child had enough sleep					
I took my child to visit Pediatrician for examination					
I ensured my child safety whiles playing					

After my ward (s) started school (KG)

Please tick how you would rate the following statements as it applies to the activities you performed after enrolling your ward(s) in KG. Kindly note that SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

	SD	D	N	A	SA
Cognitive Developments					
I allowed my ward to engage in playing					
I made provision for my child to engage in playing					
I enrolled my child in nursery education					
I read or do storytelling with my child					
I took my child to Educative places					
Affective development					
I took my child to Community programmes such as festivals					
I developed daily routines for my child eg. Wake up, eat and go to bed					
I talked to my child about his/her new school concerns					
Physical Development					
I provided my child with balanced meal always					
I took my child to Postnatal					
I ensured that my child had enough sleep					
I took my child to visit Pediatrician for examination					
I ensured my child safety whiles playing					

Challenges

Please tick how you would rate the following challenges that hinder the readiness of your ward (s) for KG. Kindly note that SA = Strongly Agree,

A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

	SD	D	N	A	SA
Financial constraints					
Illiteracy					
Lack of education or Information about KG readiness					
Inadequate time					
Health challenges of parents					
Childs health challenges					
Inadequate collaboration among parents, teachers policy makers and communities					

