

A Study School Readiness among the Preschoolers of Gosavi Community

Vidyanand S.Khandagale
Department of Education,
Shivaji University,
Kolhapur (MS) INDIA.

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Abstract

An Every individual has a right to enhance and enrich capabilities and potential to the optimum or the utmost. Education plays a key role to identify and refine Capabilities of an individual already exist in them. The bases of education initiate from the family and community at initial stage as an individual get socialised an individual. The preschool readiness is very important in the marginalised communities as the readiness helps and individual to sustain in the school and get along with other Preschoolers in the school. The family, community and school capabilities comprised school readiness. The school readiness essential for the marginalised and first generation learner as they do not have conducive environment for well round development. In the present paper researcher had made an attempt to study the School readiness in terms of preschool capabilities among the Preschoolers of Gosavi community and it was found that the Preschoolers between the age group of 3 and 6 of Gosavi community are not up to the mark in family, community and school capabilities. The capabilities with reference to family are not up to the mark as do not to give respect by not and obeying and not following elders instruction. Preschoolers have issues related to Motor skills as they are unable to do the work or task with both the hands, struggles while walking, and with reference to language skills Preschoolers bumble during interaction, unable to state full name, and for Mathematical skills Preschoolers could not identify the basic shape and colours, unable to count the numbers between 1 and 10. In case of Phonemic awareness skills, Preschoolers could not identify the animal and their sounds, and are unable to sing a nursery song. Thus the Preschoolers of Gosavi Community are not up to mark for family capabilities, school capabilities, and community capabilities and hence are lack behind in school readiness.

Keywords: *School readiness, Preschooler, Gosavi Community, Family Capabilities, School Capabilities, Community Capabilities*

Introduction

Development of Pre-School capability is important for the better foundation of their life. Parent especially mother is the first teachers but care should be taken that should not get afraid of school or studies. School is the basic foundation for empowering and to become a successful

person in life or to build a good carrier in their life. These parents often become leader when their get to elementary school.

School readiness described the capabilities of families, school & community. Each component as, families, schools & communities plays an essential role in developing school readiness that is pre-school capabilities due to this are prepared personally, physically and intellectually to meet language, literacy, mathematics, science and developmental standards.

Govinda, R. (2005), address that effective research is based upon the part knowledge and concluded on the reviews of expert's researches can be fruitful in a number of ways the review of related literature is a crucial aspect step in any research.

Although the present investigator discussed about the readiness in number of 'live in economic and social environment which impede their physical and mental development. In term of psycho-social variables related to school readiness research in the area of ECCE has consistently shown that a very large percentage of entering primary school are first generation learner.

The study concludes that who came directly to primary school from their homes do not exhibit the desired level of readiness.

Researches undertaken in Abroad

Mary, C. (1995), addresses that school readiness multidimensional concept converges important to who enter schools with early skills. Such as a basic knowledge of maths and reading are more likely than their peers to experience later academic success attains higher levels of education and secure employment. Absence of these and other skills may contribute to even gather disparities down the road. e.g. on study found that gaps in maths, reading, and vocabulary skills evident at elementary school entry explained at least half of the social gap in high school achievement scores.

Janette, P & Carl, C (2000), addresses that the study describes the design implementation and outcomes of a schools based readiness program for prekindergarten (4-5 year old) and their families. The program with designed on the bases of collaborative mode of university school/partnership and the program itself featured relationship building between families and so the research examined the implementation of the readiness program across sites and examined potential outcome by following the into kindergarten. Result on implementations showed that parent's goals differed according to whether families spoke English as a first and second language and that teachers goals evolved over time to emphasize partnership rather than direct instruction. Result also suggested that directly assessed outcomes were tied to the quality of interaction among teacher's parents and child as well as to other aspects of program quality that record across sites. Direct outcomes measures also revealed differences between child participants and at a comparison group who did not participate in school based readiness program and between families who English as a first and second language.

Kreider, H. (2002), finding shows the early childhood programs may help set the stage for strong partnerships across families and between families and schools. Information provides parents with knowledge in how to assist their child. The trusting relationship develops the meaningful relationship that assists parents in developing communication skills with educations and educational systems.

Thus, reports states entry status the nations kindergarteners can inform educational policy and practices and especially those policies and practices that are targeted to meeting the need of a diverse population of entering kindergarten for the first time. The findings of research is shown as

1. Performance in reading, mathematics and general knowledge increases with the level of their mother education.
2. The incidence of problem behaviour is relatively infrequent in first time kindergarteners, but 's who exhibit aggressive or antisocial behaviours have a more difficult time adjusting to schools and
3. More girls than boys score in the higher portion the distribution for both fine and gross motor skills.

Pianta,R.C.,&Cox,M. (2002), concluded that national centre for early development and learning provides a synthesis of current issues affecting best practices in transitioning to kindergarten. The critical issues are discussed in the context of what constitutes school readiness in young. This is based on the premise that clear developmental differences exist between preschool, age and secondary school age, and that these differences need to be addressed through effective transition practices. Common transition practices are discussed as well as barriers to effective transition and the policy changes that are needed to penetrate those barriers.

Maxwell and Chirffort (2004), states that school readiness involves more than just, School readiness in broadest sense is about , families, early environment, schools and community. are not innately ready or not ready for school. Their skills and development are strongly influenced by their families and through their interaction with other people and environment before coming to schools.

Boethel,M.(2004),concluded Young enter kindergarten with a large of cognitive and social skills that appear to make a difference in their achievement during the kindergarten year. Thus seems to be long term importance, which get off to a good start in kindergarten tends to, maintain that advantages as they progress through school.

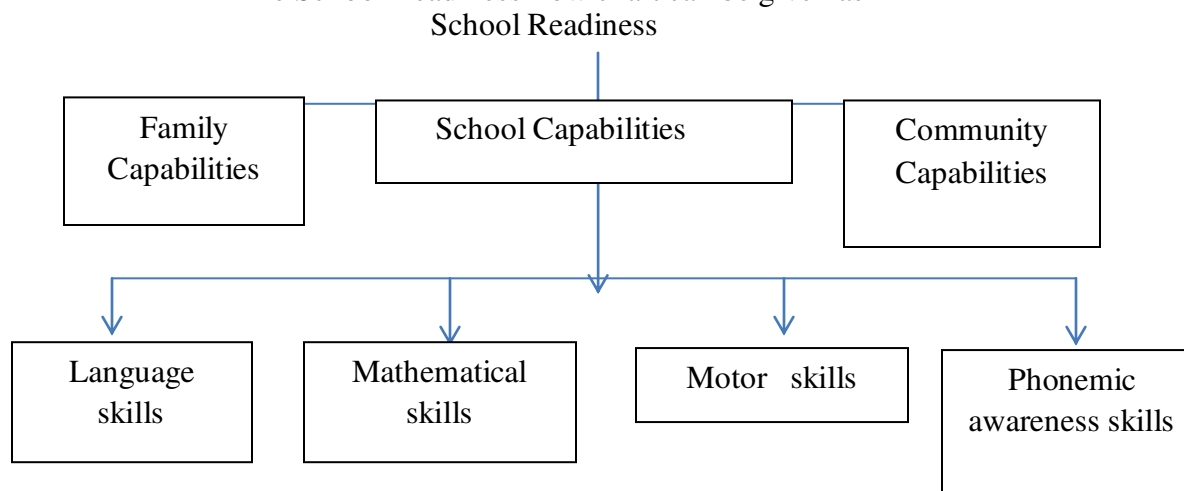
Guidance for Preschool Learning Experiences,(2005), has established a completing link between physical development and cognitive, language, personal and social development. The body movement like up down, in, out these processes is developed through motor development and are critical to mathematical thinking as well as beginning reading and writing. Gauss & fine motor movement experiences provided at the preschool level need to be structured to encourage a brain to use the movement experience as building block for future learning. Outdoor an indoor physical activity should be an integral part of the curriculum and should be viewed as an opportunity for learning if are provided with positive movement experiences at an early age they may later choose to participate in physical activities and stay active from lifetime. All of physical development learn by moving through their environment and should be provided with opportunities to participate in pre-school motor learning activities with appropriate modification.

O'Donnell,K.(2008), result should be are of 58% of ages 3-6 year & not yet in kindergarten were reported to be attending preschool or a day care centre. In 2007, 89% of had parents who planned to enrol then in kindergarten on time, given school division guidelines for admission based on birth date. 7% had parents who planned to delay their entrance into kindergarten, 3% had parents who did not plan to enroll them or who had not yet made a decision about enrolment and only one present had parents who planned to enroll early.

In this research regarding 's school readiness skills, as reported by parents 93% had speech that was understandable to a stranger, 87% could hold a pencil with their fingers, 63% could count to 20, 60% could write their first name, 32% could recognize all letters of the alphabet, and 8% could read written words in books.

School Readiness

The School Readiness flow chart can be given as



Statement of the problem

A Study School Readiness among the Preschoolers of Gosavi Community

Objectives of the Study

1. To measure the school readiness in terms of Family capabilities, School Capabilities and Community Capabilities among of Gosavi community.
2. To find the understanding of School Readiness perceived by the parents of Gosavi Community.
3. To find the understanding of School Readiness perceived by the Gosavi community people.
4. To suggest appropriate measure based on the finding of result.

Important Terms and Terminologies

School Readiness

Nominal Definition

School readiness describe the capabilities of is their family, schools and community that will best promote students successes in kindergarten.

[-www.Childtrends.org](http://www.Childtrends.org)

Conceptual definition

I. School readiness describes the family capabilities which are as follows.

- i. Tying the shoes.
- ii. Can use bathroom independently.
- iii. State full name.
- iv. Able to dress self.

II. School readiness describes the pre-school capabilities which are.

A. Language Skills

- i. Express needs & wants.
- ii. Speak in complete sentences.
- iii. Use words not physical action to express emotions such as anger, happiness.
- iv. Generally understood by adults.

B. Fine Motor Skills

- i. Hold pencil.
- ii. Identified basic shapes.
- iii. Copies basic figures such as a circular, square, and straight line.

C. Gross Motor Skills

- i. Run & skip.
- ii. Back walk.
- iii. Attempts two handed catch of a ball.
- iv. Jump with feet together and hops while balancing on own feet.

D. Mathematical Skills

- i. Count from 1-10.
- ii. Recognizes/ points to basic shapes e.g. square, circle etc.
- iii. Beginning to count with 1 to 1 correspondence.
- iv. Identifies either verbally or by pointing to the colours of crayons in eight count bore.

E. Phonemic awareness skills

- i. Enjoy listing to stories.
- ii. Know how to handle books.
- iii. Identifies some sound they make.
- iv. Tries to write own name.
- v. Can draw a picture to express idea.

III . School readiness describes the community capabilities these are.

- vi. Play/share with other 's.
- vii. Wants his turn.
- viii. Attends to an adults described task for at least five minutes.
- ix. Recognises and responds to other people feeling.
- x. Use please and thank you.

[-www.seal.org/learning](http://www.seal.org/learning)

Operational definitions

School Readiness

In the present study school readiness is referred as capabilities of, their families, school and communities before entering the primary schools.

- I. Family Capabilities
- II. School Capabilities
 - i. Language skill
 - ii. Mathematical skills
 - iii. Motor skills
 - iv. Phonemic awareness skills
- III. Community Capabilities

Preschooler

In the present study the Preschooler refers to the children between 3 and 6 age group of Gosavi Community.

Gosavi Community

Word Gosavi means 'the owner of Cows' or 'one who can win the senses, preacher, Vaas, Gautum are the great Gosamies. Gosavi community has been categorized in NT-B category in scheduled list of Maharashtra state belonging to Kolhapur south region.

The Gosavi community men residing at Phule wadi, Kolhapur work as ragpickers. women sale balloon in the city and nearby villages.

Research Design

For the present study Descriptive survey method was found appropriate. And Observational case study was adopted.

In KMC (Kolhapur Municipal Corporation) there are three ghettos of Gosavi communities. Among them the community residing at Phulewadi was chosen. The samples were the age group between 3 and 6 years.

The sample comprise of 18 Preschooler, 18 parents and 18 Community people.

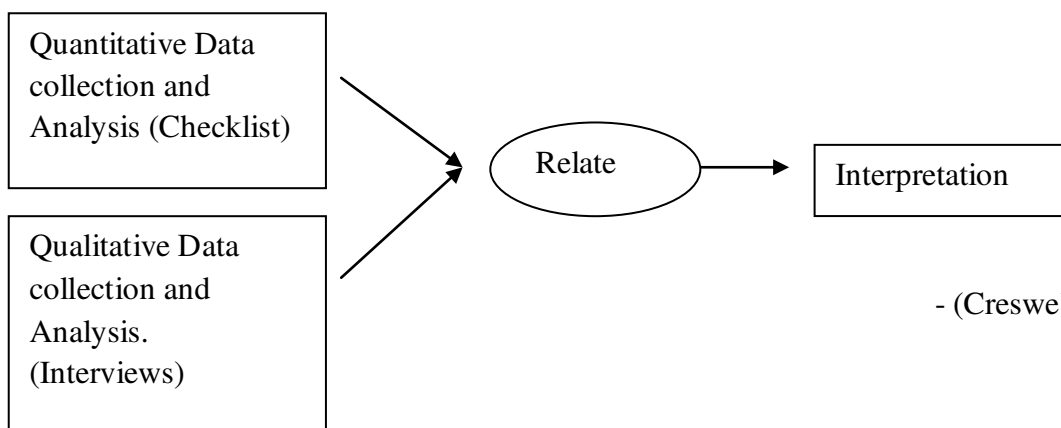
Tools/ Techniques Used for the Present Study

i. Checklist for School Readiness among the of Gosavi Community

ii. Semi Structured interview of parents and community for School Readiness

Convergent Parallel Design

The purpose of a convergent mixed method design is to simultaneously collect both quantitative and qualitative data merge the data and use the result to understand a research problem. Researchers found Convergent mixed method most appropriate to achieve the objectives of the study. Hence Quantitative approach i.e. checklist and Qualitative approach i.e. interview were used to interpret the data of a research.



- (Creswell, J.2011)

Quantitative Analysis and Interpretation of Data.

Table No-1

Family Capabilities among the Preschoolers of Gosavi community

Sr. No.	Component of family capabilities	Number of Respondents	Response		Percentage	
			yes	No	Yes	No
i.	listen mothers instruction	18	15	3	83.33	16.67
ii.	listen elders instruction		15	3	83.33	16.67
iii.	put their shirts buttons		05	13	27.78	72.22
iv.	Able to dress self		04	14	22.22	77.78

v.	Able to tell the name of family members		06	12	33.33	66.67
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Interpretation

From the table No.1 it can be interpreted that majority of the Preschoolers of Gosavi Community listens to the mother instructions and elders work, while few of them were able to put their shirts button and able to dress self and name the family members.

Table No. 2
Language skills among the Preschoolers of Gosavi community

Sr. No.	Component of language skills	Number of Respondents	Response		Percentage	
			Yes	No	Yes	No
i.	States full Name	18	12	6	66.67	33.33
ii.	Tells Name of Friends		12	6	66.67	33.33
iii.	Tells name of schools		7	11	38.89	61.11
iv.	Pronounce words correctly		2	16	11.11	88.89
v.	Bumble during talk		17	1	94.44	5.56

From the above table No. 2 it can be interpreted that majority of Preschoolers bumbled during talk, majority of Preschoolers could state full name and the names of their friends, while few number of Preschoolers could able to state name of school and very few number of Preschoolers pronounce words correctly.

Table No. 3
Motor skills among the Preschoolers of Gosavi Community

Sr. No.	Component of Motor skills	Number of Respondents	Response		Percentage	
			Yes	No	Yes	No
i.	Struggle while walking	18	12	6	66.67	33.33
ii.	able to jumped high		7	11	66.67	61.11
iii.	write the name		6	12	38.89	66.67
iv.	use both hands during works		11	7	11.11	38.89

v.	listen elder's works		14	4	77.78	22.22
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Interpretation

From the above table No. 3, it can be interpreted that majority of Preschoolers were listening elders works while very few Preschoolers could jump high and write their name.

Table No. 4.
Mathematical skills in Preschoolers among Gosavi community

Sr. No.	Component of Mathematical skills	Number of Respondents	Response		Percentage	
			Yes	No	Yes	No
i.	Identify the colour	18	4	14	22.22	77.78
ii.	Identify the shape		10	8	55.56	44.44
iii.	Tells 1-10 numbers		5	13	27.78	72.22
iv.	Identify the animal sound		8	10	44.44	56.56
v.	find out difference between height		7	11	38.89	61.11

Interpretation

From the above table No. 4 it can be interpreted that 50% of Preschoolers identifies the basic shapes and animal sound while majority of Preschoolers could not identify the colours and do not find out the difference between size of picture and were unable to tell the number between 1 and 10 number fluently.

Table No. 5
Phonemic Awareness skills among the Preschoolers of Gosavi Community

Sr. No.	Component of Mathematical skills	Number of Respondents	Response		Percentage	
			Yes	No	Yes	No
i.	Identify animal sounds	18	8	10	44.44	56.56
ii.	Identified animals		8	10	44.44	56.56
iii.	To let out animal sound		9	9	50.00	50.00
iv.	To sing nursery rhyme		5	13	27.78	72.22

v.	Listening stories carefully		8	10	44.44	56.56
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Interpretations

From the above table No.5 it can be interpreted that half number of the Preschoolers could let out animal sounds and few numbers of Preschoolers could identify animals and there sound and were listening stories carefully.

Table No.6
Community Capabilities among the Preschooler sof Gosavi community

Sr. No.	Component of Community Capabilities	Number of Respondent s	Response		Percentage	
			Yes	No	Yes	No
i.	Words for elder brother & sister	18	14	4	77.78	22.22
ii.	Quarrel with other		14	4	77.78	22.22
iii.	Go to nursery school		7	11	38.89	61.11
iv.	Use bad words		14	4	77.78	22.22
v.	Use of Thank you and sorry		2	16	11.11	88.89

Interpretations

From the above table No.6 it can be interpreted that majority of Preschoolers uses respective words to their elder brother or sister. Majority of Preschoolers uses bad words and do quarrels to other and few of Preschoolers go to nursery schools & say thank you & sorry to others as manners and etiquettes.

Qualitative Analysis and Interpretation of Data

Family capabilities perceived by the parents of the Preschoolers

Parents told that the Preschoolers listen to the instruction given by the mother rather than others. The mother instructions like keep silence, Give the dish / plate to me. The simple work of mother is early done by the child. They also listens the domestic work of elders. E.g. bring the household material from shop i.e the elder's told the child bring the soap from shop then he/she bring it form the shop. e.g. tell the 1-10 numbers correctly. These all instruction was followed by kid and found any query or problem asked to elder one.

Most of the Preschoolers were unable to buttons their shirts and many of time they wear the t-shirts also unable to wore dress by themselves. The bathing of the child was done by the mother or elder sister or grandmother and they also make the child ready

Most of them stated name of family members as Mummy, Thatya, Dada, Bhaiya, Tai but they could not tell their real name.

Observations

During the interviews it was noted and observed that the development of family skills is poor among the Preschoolers of Gosavi community. Most of the Preschoolers follow the orders of

mother and elder ones and gain dialect (language) and vocabulary skill by talking as well as by listening to adults and peers.

The child developed the listening and speaking skills by communicating experience and ideas through oral expression.

Most of the Preschoolers were unable to do certain skills like putting the shirts button, dressing self.

It might be because many a time the elder sister or mother will be make ready to the Preschoolers. Thus, are away from these skills. The family skills are developed according to their particular age group.

School Capabilities Perceived by the parents about the Preschoolers

1. Language Skills

During the interactions with parent they told that their ward states the full name. He/she interact with adult and peers in their own language. i.e. mother tongue. Preschoolers have good oral language experiences including communication activity Preschoolers recognizes the relationship between their peers group. Preschoolers told the name of their friends and also stated the name of schools but are unable to tell the e full name of school.

Parents said that their ward fumbles during interaction and does the word pronunciation wrongly e.g. they pronounce the word mixer as mixcher, Gosavi pronounces as Ghosavi. During Pronunciations they fumbled or pronounce wrongly.

2. Motor Skills

Parent told that their Preschoolers faces difficulty during walking child was unable to control their body during running. That means they struggle while walking but number of is doing the high jump during playing in summer season most of girls main game is skipping most of Preschoolers were write their initial name only and very few of them were able to write their full name. The child faces the difficulty in learning to write or performing many of the other critical tasks. The have ability to move both hands simultaneously in different direction to complete a single task and are follows the instruction of elders many of time is depends on their mood.

3. Mathematical Skills

Parents told that the Preschoolers identify few colours which are in daily uses. Like blue, black, white, red, Yellow, and pink. Other than these colour are not identified by also they identify the basic shapes like round, square and rectangular, other than these shape are not identified by .

According to the parent's information when they asked to count the number between 1 and 10. He / she may forget the number. But if when he/she given the some toys to count them he/she will likes to count to apply one to one correspondence and accurately count all 10 toys or items. Very few could count the number accurately should be able to find out the animal sound. Majority of them are able to identify the sounds of pet animals. They could not find out other animal sounds. Preschoolers could easily found the differences between tall and small. They identify the difference depending on height.

4. Phonemic awareness skills

Parents told that the Preschoolers identify animal and the sound made by the animal. They identify the pictures of pet animal and wild animal but confused between birds and animal. They make sound of dogs and cats.

None of the child goes to nursery school and could not sing the nursery rhyme. But sometimes they sing a film song. Most of the Preschoolers are interested to listen story during night and also, they demand to tell the story from their grandmother or elder brother or sister.

Observations

From the above interviews it was noted that the interactions of the Preschoolers with their parents are as usual. If they pronounce any of the word wrongly parent could not rectify and suggest the right words .v. If parents give the appropriate instructions then it could help to enrich the language, thinking and nurture the ideas and explorations.

The motor skill of the Preschoolers is not developed as per their age group.

The Mathematical skills among the Preschoolers is not good very few of them are able to tell the numbers between 1 and 10 and identify the basic shape and colours. Many of them identified the colour which is in daily uses like red, black, white, and pink colours. Other colours are not known. They identified only three shape circle, triangle and square.

According to the observation only two Preschoolers were able to tell the numbers between 1 and 10 correctly other few complete their task with taking other help most of them are unable to tell the number in sequence.

The Skills of phonemic awareness among the child are developed. They could early identify the animal and also their sound. The phonological awareness activity can involve work with rhymes and identify the sounds in spoken words 's and have ability to manipulate sound in spoken words and learning to read are connected through rhyming, common initial sound the phonemic awareness show that, how quickly learn to read often depends on how much phonological awareness Preschoolers have when they enter kindergarten. e.g. Discriminate similarities and differences in sound.

Above these school capabilities are good in phonemic awareness skills and better in motor skills and language skills but of mathematical skills are very poor.

Community capabilities perceived by the parents of the Preschoolers.

Parent told that the Preschoolers state Dada, Tai bhaiya, Didi to their elder brother sister. When there is argument or fight they take the real name. This incidence occurs during play or watching TV. There are no reasons for the fight among them but soon they forgive each other and play again.

Few of the Preschoolers are goes in nursery schools. But they cannot attend the schools. In whole day child are busy in playing and wandering. In a day half of time, they argue/ fights with each other's and use bad words and nobody say sorry and thank you.

Observations

The community skills are developed in some forms. Based on their behaviour it was observe that the child give the respect to elder ones. But in peers group their behaviour was not good they were not following the manners and etiquettes during the interaction.

Family Capabilities perceived by the community about the Preschoolers

Community people told that Preschoolers state the full name but many of time it is depends upon their mood. If the mood of child is not good then he/she will not speak a single word. Most of time child bumbled during interaction and also later they forget what they want to speak. He/she only does a...a....a... and complete the sentence and child could not pronounce correct word during the interaction. All most all Preschoolers able to tell their friends name. Majority of Preschoolers follows the instruction given by the elders but they do not follow the instruction of elder brother/sister. He/she can follow order of elders other than family members.

People told that most of time the Preschoolers bumbled because they forget the words or actual pronunciation. The word mixture is pronounced as mixcher. They could not remember the word but when he /she talk with his /her part of interest then he/she does not fumble or complete the sentence with fumbling.

Observation

From the above interviews it was observed and noted that the Majority of Preschoolers bumbles or pronounce words incorrectly that means they lack in ability of standard language. which is essential in the school.

The child develops listening and speaking skills by communicating experiences and ideas through oral expression. The Preschoolers will develop understanding of words and their meaning through the use of appropriate language and vocabulary. Parents play important role in development of their child.

Community Capabilities perceived by the community about the Preschoolers

Community people told that Preschoolers have good interaction with their peer group. They are enthusiastic during the play. Most of time the quarrelling with each other but after some time they forget it and come together for play. They follow the instruction given by elders but interesting part is he/she follows the instruction of person who is other than family member. Most of time Preschoolers quarrel with each other and during the quarrelling they use the bad words easily. He/she had learnt bad words more easily and uses it during quarrelling.

Gosavi community people told that nobody uses sorry or thank you. Community people told that the child observe and behave like their elder's. In Gosavi community, community elder people themselves do not use words like Sorry or thank you. Then how will use it? The cultural practices with reference to behaviour and mannerism are adopted by their Preschoolers. The short temper of the elders and work culture in the community effect on the Preschoolers and hence they lack in education as well.

Observation

From the interviews it can be interpreted that the most of the fellow from Gosavi community uses the bad words routinely and unknowingly and does not follow mannerism this lack the Preschoolers in soft skills. The communities have their own pattern of behaviour and system which affects the Preschoolers retention in education at school higher level. The school requires standard language to get socialise along with other students but the environment of the community does not complement schooling of the Preschoolers. The language is powerful tool and the Preschoolers lack in it as they do get conducive environment. The Preschoolers admire and learn the behaviour and roles in their community which becomes limitation in their future.

Findings of the Study

Finding based on the checklist (Quantitative Analysis) for school readiness.

In the family capabilities it was found that Preschoolers do not respect by obeying to others, does not follow the elders instruction. In terms of school capabilities the Preschoolers have issues related to Motor skills as they are unable to do the work or task with both the hands, struggles while walking, and with reference to language skills Preschoolers bumble during interaction, unable to state full name, and for Mathematical skills Preschoolers could not identify the basic shape and colours, unable to count the numbers between 1 and 10. For the Phonemic awareness skills, Preschoolers could not identify the animal and their sounds, and are unable to sing a nursery song. Thus, the Preschoolers of Gosavi Community are not up to mark for family capabilities, school capabilities, and community capabilities and hence are lack behind in school readiness.

Finding based on the interviews (Qualitative Analysis) for school readiness.

Gosavi Community Preschoolers have developed family capabilities as they listen and obey elder's instructions and work. They were able to state the name of their family members. Preschoolers have developed the community capabilities, as have good adjustment skills with other community peoples, sometime they quarrel and argue with other community Preschoolers

but after some time they forgive each other and play together. The family and community capabilities have developed in the Preschoolers of Gosavi community but school capabilities are poorly developed. In terms of school capabilities Preschoolers could not identify the numbers between from 1 and 10, not able to identify the basic shape and colour, they also not pronounce the words during interaction

The interview responses from the family and Community are that Preschoolers do not follow the instruction of elder one, they did not give respect to other elders, many of time they quarrel with other community and use bad words during argument and does not say sorry and thank you to other thus the both family capabilities and community capabilities are inadequate and need develop.

School readiness regarding to three capabilities can be discussed as follows. In checklist it was found that Gosavi Community was good in family and community capabilities other than school capabilities. Whereas while interviews it was concluded that they were not good in community and school capabilities other than family capabilities.

It might be because of parents them self are unaware of capabilities regarding to School readiness as most of them are uneducated or unaware about skills regarding to School readiness.

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Web Resources

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<https://www.learningpotential.gov.au/school-readiness-how-to-know-if-your-little-one-is-ready-for-big-school>