



Research Article

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Actual Status and Factors Affecting the Psychology of School Readiness of 5 to 6-Year-Old Preschool Children in Vietnam

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Abstract

The focus on a child's readiness for school frequently centers on the abilities and traits that they presently possess, particularly their language and cognitive abilities. This is an important topic that educators and parents give special attention to: preparing older preschoolers for entering grade 1. We surveyed 625 children aged 5 to 6, 32 teachers and 17 administrators of 6 public and private preschools in Thai Nguyen city. The results showed that forming the psychology of school readiness (primary school) of 5 to 6-year-old preschool children was concerned and appreciated by teachers; social media was one of the factors affecting the psychology of school readiness; students achieved the content of learning adaptation in primary school. The results of this study may help teachers and other professionals understand the value of preparing preschoolers aged 5 to 6 for the psychology of school preparation, from which suitable lesson plans and pedagogical techniques can be formed.

Keywords: development, factors, forming psychology, preschoolers, school readiness

1. Introduction

An important topic that educators and parents give special attention to is the preparation of older preschoolers (5–6 years old) for entering grade 1 (Hoang et al., 2021). Children start school with the best potential trajectory for later life when they are prepared for school (Emig, 2000). This preparation included familiarity with numeric symbols (Ha, 1990). The focus on a child's readiness for school frequently centers on the abilities and traits that they presently possess, particularly their language and cognitive abilities (Noel, 2010). As defined by Polat (2010), guaranteeing school preparation entails the development of a person's physical, cognitive, social, and behavioral abilities (Al-Hassan & Lansford, 2009). A variety of definitions of school readiness place emphasis on a child's social, emotional, physical, and cognitive development (Oktay, 2010), a safe home environment (Polat Unutkan, 2007b), the child's immediate environment (Maxwell & Clifford, 2004), as well as

communication skills, general knowledge level, and a positive attitude toward learning (Brown, 2003). Preparing children for primary school is the primary goal of preschool education in Turkey (The Ministry of Education Early Childhood Education Program, 2013).

According to Oktay and Polat- Unutkan (2005), there were four factors concerning readiness. Firstly, the physiological factor. It concentrated on chronological age, overall health, and physical and mental growth. Secondly, the cognition factor. This component takes expertise, knowledge, and capacity consumption into account. These qualities are enthusiasm, curiosity, a desire to carry out a responsibility, temperament, cultural norms, and values (Zaslow et al., 2000). Thirdly, the social and environmental factors. People begin to engage in social activities as soon as they are born, forming their earliest relationships with their parents or other primary caregivers (Kahraman & Başal, 2015). Finally, the emotional factors. By forming emotional ties with their surroundings, youngster forges their initial social connections and develops a personality structure based on the negative or positive emotional attitude models they picked up. Therefore, the child's personality traits and emotional issues have affected them in school (Kahraman & Başal, 2015).

1.1 *Preparing students psychologically for life in the primary school*

Children need a scientifically sound routine for their activities, eating, resting, and exercising to adjust to life in primary school. Increase your ability to manage personal hygiene on your own. Develop your hand dexterity, senses, and fine motor abilities. Learn to tie your shoelaces and button your garments. These routines are particularly beneficial for helping kids develop independence and stop depending on others.

Teaching kids to share, be polite, listen to others' ideas, observe public order standards, adhere to school rules and regulations, and voluntarily comply with instructor instructions are all important life skills. Children are given daily tasks, including helping the teacher in class and setting up the tables and chairs, bowls, utensils, and plates for meals (Ishiguro, 2016). Additionally, it's important to shape and develop children's sociocultural conduct, or their ability to act decent and cultured toward others. From there, it teaches kids to be brave, assertive, and self-assured; how to build positive relationships with others; how to treat others with respect; how to be kind to friends; how to surrender to youngsters; and how to assist the disabled out of sincere love and compassion. Developing in kids a cultural relationship with their environment is also important (Blackwell, 2000) (pets, plants, in public places, etc.).

Teach kids to be polite, nimble, confident, and respectful in their conversation while maintaining innocence and playfulness (Wollstonecraft, 2022; Wollstonecraft, 2014). Teachers must also help kids learn to self-regulate their conduct following communicative circumstances, lessen the spontaneous behaviors, lack of awareness, and unreasonable desires typical in young kids.

1.2 *Forming in children's psychological readiness to adapt to learning activities in primary school*

To help youngsters develop their skills with books, pens, briefcases, sitting positions, and "reading and writing" operations, teachers offer letter-learning exercises. Instruct kids to use "pre-script" signs to sign or record their favorite poetry, creating animations, so they can learn how to hold books properly and "read" from top to bottom and left to right opportunity for kids to attend school with individuals nearby, they can practice how to communicate their views and desires clearly and coherently. Encourage kids to memorize poetry and recount stories they have learned.

Children should be taught observational skills since this type of deliberate perception is crucial for learning activities. Thanks to the information gathered through observation; children can think critically and develop solutions when engaging in learning activities. As a result, teachers should focus on encouraging children to observe while planning activities to develop correct symbols for objects and occurrences that they can use as a starting point for problem-solving actions. Teachers frequently discuss the learning environment at primary schools with students during the school year.

They also allow students to visit and gain firsthand experience at the elementary school next door by viewing the campus, classrooms, and educational materials. What distinguishes a primary school from a preschool? Before starting first grade, these exercises assist kids in learning various new topics, removing any early anxieties and doubts, and gaining mental ease.

Fostering a child's long-lasting interest in cognition can help the youngster be passionate about learning, actively participate in learning activities for a longer time, and gradually adjust to their new environment. One elementary school class session (35 minutes) without becoming fatigued. Children interested in cognitive tasks are more likely to engage in educational activities joyfully and lovingly. Children can then easily accomplish the objectives of elementary school activities. Therefore, preschool teachers must focus on encouraging kids' cognitive interests and giving them the tools, they need to be enthusiastic about learning and comprehending prescientific information.

Aesthetic feelings, a love of beauty, and a drive to create beauty in children will encourage their desire to attend school and prevent them from becoming fearful of learning or starting primary school. Suppose a youngster is eager and anticipating before engaging in a new activity or environment. In that case, they will embrace the change more readily and be willing to overcome obstacles to meet the requirements.

The intention must be formed when planning children's activities: First-grade learning is an activity that demands high intention with the obvious goal of developing the knowledge, attitudes, and skills outlined in the curriculum. education in preschool. However, young children's psychological playacting almost always exhibits inattention. Children in kindergarten frequently need more purpose in their activities, especially intellectual ones. They enjoy doing anything and, after getting tired, switch to something else. They also need help with focusing for extended periods. In first grade, this psychological characteristic will be detrimental to learning. As a result, developing intentionality in psychological processes is essential, especially in children's cognitive activities near the conclusion of the preschool years. To change unconscious psychological processes into conscious ones, such as purposeful perception and intentional remembering, it is important first to help youngsters concentrate on their tasks, especially cognitive concerns.

Plan activities that will aid kids in developing their mathematical skills (Kermani & Aldemir, 2015; Clements & Sarama, 2016), such as orientation in space and time. Children know that proper spatial orientation is essential for living and learning. Therefore, it is crucial to teach kids the right way to face space; otherwise, their conduct will be disrupted, and they will struggle in life and school. By the conclusion of preschool, children's spatial orientation needs to be developed independently of their starting point. Depending on the circumstance, children must be able to pinpoint the location of objects based on their various points of origin. Furthermore, each must be able to determine the appropriate moment and understand their orientation. Children must be taught to count and recognize numbers within 10, recognize the relationship between better and worse within 10, divide groups of objects within 10 into 2 parts, and distinguish between the past, present, and future because this is the category of time that is only found in humans. Children must first understand geometry and shapes to learn math in grade one. They must also understand their properties.

The beginning of a child's learning journey is the change from preschool to primary school. A strong beginning will result in positive academic and social outcomes later. Children must be thoroughly prepared in all areas—physical, intellectual, linguistic, cultural, self-help, and self-service—to enter the new stage of being true students. In particular, young children's psychological development is crucial. This study investigated the actual status and factors affecting the psychology of school readiness (primary school) of 5 to 6-year-old preschool children in Thai Nguyen, Vietnam.

2. Method

2.1 Participants

We surveyed 625 5-6-year-old children, 32 teachers and 17 administrators of 6 public and private preschools in Thai Nguyen city. We were assessing the situation of forming psychology of school

readiness for 5-6-year-old children in kindergartens in Thai Nguyen city, Thai Nguyen province by individual survey questionnaires.

2.2 Procedure

A quantitative research strategy utilizing was used to achieve the research objectives. The participants were requested to complete a questionnaire as part of the investigation freely. The objectives and limitations of the study will be explained to the volunteers before the survey is administered, and their privacy and confidentiality will always be respected. Each participant was given a self-reporting survey to complete after giving their informed consent. The study team will first go over the procedure with the subject before having them complete the questionnaire.

2.3 Measurement

This study uses a survey created to learn more about the psychology of school preparation in students between the ages of 5 and 6 and the status and factors influencing it. Discuss school preparedness initiatives with teachers and administrators in interviews, dialogues, and debates. Inquiries were graded on a scale of 1 to 3 (where 1 is never/did not pass, 2 is occasionally/passed, and 3 is frequently/good).

3. Results

Table 1: Forms of psychological formation of school readiness for 5–6-year-olds

Factors	The Implementation level		The Implementation results	
	Mean (N=49)	Level	Mean (N=49)	Level
Through learning activities				
Organizing for children to explore science, explore society.	2.76	4	2.61	4
Organizing for children to become familiar with literary works: reciting and interpreting poems, folk songs, rhymes, storytelling by pictures, by objects, creative storytelling.	2.79	1	2.65	2
Organize for children to get acquainted, play games, practice coloring, and practice the Vietnamese alphabet.	2.78	3	2.61	2
Organize children to participate in shaping activities.	2.79	1	2.69	1
Totals	2.78	1	2.65	1
Through play activities.				
Organize children to play in the corners and role-play themed.	2.79	1	2.67	1
Organizing for children to play outdoors, explore natural systems, observe things and phenomena...	2.76	2	2.61	2
Totals	2.78	1	2.64	2
Through experiential activities				
Organizing for children to visit the barracks of the Vietnamese People's Army; Museum of Cultures of Vietnam's Ethnic Groups; primary school visit.	2.61	2	2.63	1
Organize for children to experience activities during holidays held during the school year	2.67	1	2.61	2
Totals	2.64	3	2.62	3
Through family collaboration				
Exchange content, learning plans, ways to train children to learn, skills and habits for children through direct exchange or Zalo or Facebook groups.	2.69	1	2.65	1
Organize parent meetings at the beginning of the year, mid-year, year-end, and individual meetings to support young parents in forming a school-ready mentality.	2.57	2	2.51	2
Totals	2.63	4	2.58	5
Through the media				
Communicating through teaching activities, inviting young parents to attend to understand the preschool education program better.	2.49	3	2.47	3
Communicating through contests, emulation movements, and holidays with the cooperation of teachers, children and young parents to propagate.	2.57	2	2.51	2
Communicating through the website, fan page, zalo of the school, class.	2.96	1	2.82	1
Totals	2.67	2	2.6	4

Forms of psychological formation of school readiness for 5-6-year-olds were demonstrated in table 1. The implementation level of forms of psychological formation of school readiness “*through learning activities*” was the highest score at 2.78 with the implementation results at a score of 2.65. The implementation level of forms of psychological formation of school readiness “*through play activities*” had the same score of 2.78. The content of items forms of psychological formation of school readiness “*through the media*” had 2.67 mean scores for the implementation level and 2.6 for the implementation results.

In contrast, the implementation level and the implementation results of forms of psychological formation of school readiness “*through experiential activities*” had a mean score of 2.64 and 2.62, the average for the response “*through family collaboration*” was lowest at 2.63 and 2.58.

Table 2: Evaluation of the results of forming psychology of school readiness for children 5-6 years old

Results of forming psychology of school readiness for children 5-6 years old	The implementation level		The implementation results	
	Mean (N=49)	Level	Mean (N=49)	Level
Evaluation through learning activities	2.98	1	2.92	1
Evaluation through play activities.	2.82	3	2.78	3
Evaluation through experiential activities.	2.71	5	2.69	5
Assess children by eating, sleeping, and cleaning activities	2.89	2	2.89	2
Observation method	2.82	5	2.73	4
Survey sheet	2.71	5	2.67	6
In-depth interview method	2.78	4	2.71	5
Other methods	2.67	7	2.65	7

Table 2 indicated the evaluation of the results of forming psychology of school readiness for children 5-6 years old. The item “*Evaluation through learning activities*” had the implementation level and the implementation results of the highest scores at 2.98 and 2.92. “*Assess children by eating, sleeping, and cleaning activities*” were 2.89 for both the implementation level and results. The context of “*Evaluation through play activities*” was 2.82 for the implementation level and 2.73 for the implementation results. The implementation level of the item “*In-depth interview method*” was higher than “*Evaluation through experiential activities*”, “*Observation method*” and “*Survey sheet*” but the implementation results of the “*In-depth interview method*” were lower. The lowest item was “*Other method*” with a score of 2.67 for the implementation level and 2.65 for the implementation results.

Table 3: Factors affecting the psychological formation of school readiness for 5-6 years old children

Factors	Influence level	
	Means	Level
Legal document system	2.73	5
Teacher's educational capacity	2.79	2
Collaborative work with parents	2.75	4
Social Media	2.84	1
Children's positivity	2.76	3

Table 3 showed the factors affecting the psychological formation of school readiness for 5-6 years old children. The highest factor was “*Social Media*” with a mean score of 2.84. Following that, “*Teacher's educational capacity*” had a mean score of 2.79. The item “*Children's positivity*” was at 2.76 scores. The average of the factor “*Collaborative work with parents*” and “*Legal document system*” were 2.75 and 2.73.

Table 4: The Psychology of School Readiness of 5 to 6-Year-Old Preschool Children

Factors	Mean (N=625)	Level
Children adapt to life in elementary school		
1. Follow a scientific and reasonable lifestyle, eating, resting and exercising regime	2.81	10
2. Maintain scientific, regular and effective personal hygiene	2.78	16
3. Comply with the teacher's request, voluntarily obey the regulations in public places and adjust their behavior to comply with the school's rules	2.78	17
4. Implement daily duty, daily classroom cleaning	2.95	2
5. Practice communication and cultural behavior	2.59	18
6. Students' agile, confident and proactive behavior	2.79	14
Children adapt to learning activities in primary school		
7. Children do alphabet learning activities	2.90	4
8. Children express their wishes clearly and coherently with everyone around them	2.79	14
9. Children can recite poems and retell stories they have learned	2.83	7
10. Children have observation skills	2.86	6
11. Children love beauty, similar to creating beauty	2.99	1
12. Children can identify space	2.89	5
13. Children recognize time	2.82	9
14. Children count and recognize numbers within 10	2.83	7
15. Recognizing the superiority and inferiority of objects within 10 and interpreting the results	2.80	11
16. Children know how to conjugate a group of verbs within 10	2.80	11
17. Children can distinguish between shapes	2.95	2
19. Children recognize and distinguish blocks	2.80	11

The results of evaluating the Psychology of School Readiness of 5 to 6-Year-Old Preschool Children was shown in table 4. The highest item was “Children love beauty, similar to creating beauty” with a mean score of 2.99. Followed by “Implement daily duty, daily classroom cleaning” and “Children can distinguish between shapes” had a mean score of 2.95. The items “Children do alphabet learning activities”, “Children can identify space” and “Children have observation skills” scores were respectively 2.90, 2.89 and 2.86. The context of “Children can recite poems and retell stories they have learned” and “Children count and recognize numbers within 10” was at 2.83 scores. Followed by “Children recognize time” and “Follow a scientific and reasonable lifestyle, eating, resting and exercising regime” with a mean score of 2.82. The items “Recognizing the superiority and inferiority of objects within 10 and interpreting the results”, “Children know how to conjugate a group of verbs within 10” and “Children recognize and distinguish blocks” had the same mean score of 2.80. The context of “Students' agile, confident and proactive behavior” and “Children express their wishes clearly and coherently with everyone around them” was at 2.79 scores.

In contrast, the average for the response “Maintain scientific, regular and effective personal hygiene” and “Comply with the teacher's request, voluntarily obey the regulations in public places and adjust their behavior to comply with the school's rules” was 2.78. The lowest item was “Practice communication and cultural behavior” with a mean score of 2.59.

4. Discussion

The study aimed to investigate the actual status and factors affecting the psychology of school readiness of 5 to 6-year-old preschool children. The implementation level and the implementation results of forms of psychological formation of school readiness were evaluated highly. Evaluation of the results of forming psychology of school readiness was highly appreciated. Students who are 5-6-year-old achieved the evaluation content at high levels. Through learning activities

The implementation level and the implementation results of forms of psychological formation

of school readiness were evaluated highly. The form that teachers often used was through learning activities and play activities. Children reach a turning point in their development at this age as mainstream activities alter (Hoang et al., 2021). Inherently, play activities are the norm in preschool, but by the end of this age, they no longer keep their full shape and learning activity components start to emerge (Dinh & Phan, 2008). Learning physical, verbal, cognitive, aesthetic development, and emotional social skills are a direct organization for children to become familiar with the knowledge and abilities necessary for their life. To plan child-centered learning activities involving all students, it is important to avoid letting them sit passively through lectures. Learning activities must be conducted in a gentle, unrestricted manner that draws children's attention and encourages their abilities to pay attention, concentrate, and be creative actively. The primary kind of activity for young children in preschool is playing. Through playing games, kids learn how to use objects and how to use them properly. They also learn how to form friendship groups and engage in activities that mimic those of adults in society. Playing activities include playing outside and in corners. A range of safe and interesting actual alternatives or toys should be available, as should active, creative children, meaningful play content that stimulates children's imaginations, and children who are comfortable and willing to participate in the game. Children can role-play and acquire the skills they need to be prepared for first grade through engaging activities.

Social media was the first factor affecting the psychological formation of school readiness for children 5-6 years old. Children nowadays are the first to have grown up with the Internet as a regular part of their life (Bremer, 2005). Parents and the social community will be better able to see the value of developing a school readiness mentality in children between the ages of 5 and 6 before entering the first grade by working on communication skills. The teacher's educational capacity affected the psychological formation of school readiness for children 5-6 years old. According to some researchers (Hopkins et al., 1985; Kenny & Chekaluk, 1993; Scott-Little et al., 2003), teachers interact with children regularly in a learning context, so their assessments of students' performance for school may be the best source of information for assessing students' performance and competencies. Teachers' assessments are frequently used as indicators of whether students possess the academic and social skills that serve as the standards for school readiness.

Evaluation of the results of forming psychology of school readiness was highly appreciated. Students who are 5-6-year-old achieved the evaluation content at high levels. Children are taught knowledge, skills, attitudes, behaviors, neatness, and agility in the classroom. Children can practice numbers through games, notably addition and subtraction of numbers up to ten (recognizing and expressing numbers helps children form arithmetic symbols in their minds). Children can play games like a countdown and count-up and recognize the orientation of numbers (right, left, top, bottom). Children engage in computer games and have fun with numbers. Preschoolers can become familiar with numerical symbols through math games, a simple and effective way to prepare children for school (Hoang et al., 2021).

5. Limitations and Implications

This study has several limitations that must be noted. Firstly, this study focused on the situation of educators and students in Vietnam, so the findings may only apply to some sociocultural contexts and nations. Second, an analysis of the study's demographic information still needs to be done (such as the age of educators, degree of education, or culture...) Future studies should look into factors like age, education, or culture to determine what caused teachers to underestimate the value of sex education. Third, because this study was cross-sectional, it needed to determine the long-term causal relationship between the components. To develop effective strategies and intervention procedures for students from 5 to 6 years old in the Vietnam context, it is important to empirically and qualitatively investigate teachers' perceptions of the importance and the implementation level of forming the psychology of school readiness for 5 to 6-year-old preschool children.

Despite the limitations, this study significantly adds to our understanding of how preschool

children aged 5 to 6 establish their psychological preparedness for school (primary school), allowing us to extrapolate the results to other sample populations with comparable cultural contexts. The results of this study may also help teachers and other professionals understand the value of preparing preschoolers aged 5 to 6 for the psychology of school preparation (primary school), from which suitable lesson plans and pedagogical techniques can be formed.

6. Conclusion

Children start school with the best potential trajectory for later life when prepared for school. Children's success or failure, confidence, or fear, depend on their psychological development as they prepare for school. They could easily put themselves in danger if they are not fully equipped. Failure possibility, weariness with studying, and fear of attending class. Contrarily, kids would quickly adapt to the new conditions of the learning environment at primary school if they were given the opportunities to develop their physical, intellectual, linguistic, socio-emotional, self-service, and cultural conduct in social contact. The results indicated that the psychology of school readiness of children 5 to 6 was interesting to educators. The study highlights topics educators must consider when establishing strategic plans for successful and acceptable forming psychology.

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