SUMMARY

INTRODUCTION:

School readiness is very essential for successful entry to formal schooling and is gaining world wide attention for its long term impacts on children’s learning. School readiness is defined by three interlinked dimension; (a) Ready Children, (2) Ready School (3) Ready Parents or Families. These three dimensions of school readiness are considered ready when they have gained the competencies and skills required to interface with other dimensions and support smooth transitions. All three dimensions of school readiness are important and must work together to ensure that the time of transition for child, family and school system is smooth. There is, therefore, the need for special attention to sensitive nature of early learning by affording the child the right environment where he will develop potential and skills for later life experience and education. The role of pre-primary education is of immense important for the whole some development of children. Researches have shown that children’s readiness skills can be significantly enhanced through effective pre-primary education, supportive parenting, stimulating school environment and child’s preparedness.

NEED AND SIGNIFICANCE OF THE STUDY:

School readiness plays an important role in early childhood years. It assures smooth transition and successful entry to primary school and first step towards the world of knowledge. The pre-schooling offers variety of preparatory experiences which help children for smooth entry to formal learning. It also inculcates adjust mental qualities which are required at primary level for dealing various scholastic, personal and social challenges. Hence, at the doorsteps of primary education children are expected to be made ready and more capable for facing change and handling their issues more successfully. It is a fact that pre-primary education has arisen like a tool for reducing school dropout. Pre-primary education is an important factor of development of school readiness and it lays the foundations of lifelong learning. 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. It does so by considering all children, especially the vulnerable
and disadvantaged including girls, children with disabilities, ethnic minorities and those living in rural areas. School readiness supports the adoption of policies and standards for early learning, expanding the provision of opportunities beyond formal Centre-based services to target those who are excluded. School readiness has been linked with positive social and behavioural competencies in adulthood as well as improved academic outcomes in primary and secondary school, both in terms of equity and performance. In addition, school readiness has been gathering attention as a strategy for economic development. Approaches to economic growth and development consider human capital as a key constituent for sustained and viable development, the inception of which begins in the early years. It is expected that child should be given learning experiences so that he may have a strong foundation, and attitudes for lifelong learning. Hence it can be said that school readiness is a multifaceted concept which refers to the child’s attainment of certain set of competencies which help child for successful entry to school.

STATEMENT OF THE PROBLEM OF STUDY:

Problem of study reads as ‘Comparative study of school readiness of children with and without pre-primary education’.

OBJECTIVES OF THE STUDY:

1. To study School Readiness of children with and without pre-primary education.
2. To study Parental Readiness of children with and without pre-primary education.
3. To study Readiness of School with and without pre-primary education.
4. To study the Basic Skills and Cognitive Skills of Readiness of children with and without pre-primary education.
5. To study the Physical and Motor Skills of children with and without pre-primary education.
6. To study the Social and Emotional Skills of children with and without pre-primary education.
7. To study the Language and Vocabulary Skills of children at primary stage with and without pre-primary education.

To study Arithmetic and Numeracy Skills of children with and without pre-primary education.

9. To construct and standardize Children Readiness Inventory.

10. To construct and standardize Questionnaire of Parental Readiness.

11. To construct a Checklist of Readiness of School.

**HYPOTHESES OF THE STUDY**

Following hypotheses were formulated for the study;

1. There is difference in School Readiness of children with and without pre-primary education.

2. There is difference in Parental Readiness of parents of children with and without pre-primary education.

3. There is difference in Readiness of Schools with and without pre-primary education.

4. There is difference in Basic and Cognitive Skills of children with and without pre-primary education.

5. There is difference in Physical and Motor Skills of children with and without pre-primary education.

6. There is difference in Social and Emotional Skills of children with and without pre-primary education.

7. There is difference in Language and Vocabulary Skills of children with and without pre-primary education.

8. There is difference in Arithmetic and Numeracy Skills of children with and without pre-primary education.

9. There is difference in overall school readiness of children with and without pre-primary education.
LEVEL OF SIGNIFICANCE:
All the hypotheses were tested at 0.01 level of significance.

METHOD OF THE STUDY:
The study was completed through Normative Survey Method under Descriptive Method of Educational Research.

POPULATION OF THE STUDY:
Population of Parents- All the parents of children studying in class I in recognized schools of Gorakhpur city in session 2014-2015
Population of Schools consisted of recognized private schools of Gorakhpur city which have primary classes. The list of recognized schools for the session 2014-15 was obtained from the office of Basic shiksha parishad Gorakhpur. The list consisted of 122 schools.

SAMPLE OF THE STUDY:
Sampling of Schools-The researcher selected systematic random sample technique for the sampling of schools. Every fourth school was selected from the list of recognized schools thus the sample of schools consisted of 30 schools.

Sampling of Children and Parents- Cluster sampling method is most used method in surveys. The sampling of children and parents were done by cluster sampling method. To select the intact group as a whole is known as cluster sampling. In cluster sampling the sample units contain groups of elements (clusters) instead of individual members or items in the population. Rather than listing all children and parents of recognized schools and selecting a random sample, researcher selected children and parents in clusters from each school in sample. The researcher selected children and parents of any one section of class1 as a cluster to obtain data. The researcher proceeded to test all elements of the cluster.
The sample consisted of 465 children studying in class 1 of various schools. Sample of 400 parents of children of class 1 were selected.

**OPERATIONAL DEFINITION OF TECHNICAL TERMS USED:**

**School Readiness:** School readiness can be operationally defined as capabilities of children, their families and schools that best promote students’ success in primary classes and beyond. School Readiness means that children are ready for school, families are ready to support their children’s learning, and schools are ready for children. This holistic approach serves as an important operational foundation of the term. School Readiness has been operationalized as a construct having three components viz. Children Readiness, Parental readiness and School Readiness.

**Children Readiness:** Children readiness for school has been operationalized as the characteristics and skills children should possess in order to be able to learn effectively in school. It is classified under following domains

(a). Basic and cognitive skills  
(b). Physical wellbeing and motor skills  
(c). Social and emotional skills  
(d). Language, vocabulary and literacy skills  
(e). Arithmetic and Numeracy skills

**Parental Readiness:** Parental readiness has been undertaken as parental involvement and positive attitudes in early learning, development and transition of children to the school.

**Readiness of Schools:** Readiness of school has been undertaken as a focus on the school environment including practices that;

(a) Foster and support a smooth transition for children to school
(b) Promoted learning for all children in (i) transition (ii) teacher support (iii) engaging environment (iv) respecting diversity (v) family and community partnership.

**Pre-primary Education:** Educational opportunities provided to children in the age group 2-5 years through preschool sections/classes (Nursery, Kindergarten, Pre-primary schools) in private schools has been taken as Primary Education.

**Children with Pre-Primary Education:** The children who have been studying or gotten entered or enrolled in schools in class I at primary stage after receiving pre-primary education have been undertaken as children with pre-primary education.

**Children without Pre-Primary Education:** The children who have been studying or gotten entered or enrolled in schools in class I at primary stage without pre-primary education have been taken as children without pre-primary education.

**TOOLS USED FOR DATA COLLECTION:**

**TOOL FOR MEASURING PARENTAL READINESS:**

Parental readiness questionnaire was prepared and standardized by researcher which measured parental readiness in two dimensions viz.

(1) Parental readiness in school
Parental readiness at home. The tool consisted of 20 items.

**Reliability of the questionnaire:**

Reliability of the Parental readiness questionnaire of different dimensions and total readiness was obtained by Kuder Richardson formula
<table>
<thead>
<tr>
<th>Method used</th>
<th>Readiness at school</th>
<th>Readiness at home</th>
<th>Total readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.R. Formula</td>
<td>0.75</td>
<td>0.89</td>
<td>0.77</td>
</tr>
</tbody>
</table>

Validity of the questionnaire:
In fact validation of scale is difficult if it is understood in terms of what the scale purports to measure. In the present case, the validation of the scale was based on its content outlined.

Scoring key
There are 20 statements in this parental readiness scale. Statements 1,2,3,5,6,7,8,9 of part-1 and 11,13,15,16,17,18,19,20 of part-2 are positive. The respondents who answer frequently given against the statement would get a score 3 and who answer occasionally and never would get 2 and 1 score respectively. Statements 4,12,14 are negative so the respondents who answer never would get score 3 and those who answer occasionally and frequently would get 2 and 1 respectively. The highest score for the scale will be 60 and lowest score will be 20.

TOOL FOR CHILDREN READINESSS:
Children readiness inventory was prepared by the researcher on the lines of ‘Brigance Diagnostic Inventory of Early Development’ to develop a reliable and appropriate tool to measure children readiness at primary stage in Indian settings.

Brigance Diagnostic Inventory of Early Development provided quick assessment of skills of children in 10-15 minutes. Following domains were addressed in the tool:
- Basic skills
- Physical and motor skills
- Social and emotional skills
- Numeracy and arithmetic skills
• Language and vocabulary skills
  Thus the researcher used the test as a basis for item construction while constructing items for a tool on children readiness. Following were the steps of tool construction.

Reliability of the children readiness inventory of different dimensions and total readiness was obtained by Kuder Richardson formula

<table>
<thead>
<tr>
<th>Method</th>
<th>BASIC SKILLS</th>
<th>PHYSICAL &amp; MOTOR SKILLS</th>
<th>SOCIAL &amp; EMOTIONAL SKILLS</th>
<th>ARITH &amp; NUMER. SKILLS</th>
<th>LANGUA &amp; VOCABU. SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>KR</td>
<td>0.62</td>
<td>0.74</td>
<td>0.68</td>
<td>0.83</td>
<td>0.65</td>
</tr>
</tbody>
</table>

Validity of the scale:
In the present case, the validation of the scale was based on its content outlined. It was established by discussing the statements of the scale with some experts in the field of education. On the basis of unanimous suggestions and agreements the validity was constructed.

READINESS OF SCHOOL CHECKLIST:
Researcher prepared a checklist to assess the presence or absence of define characteristics in a school. The first thing in the construction of a checklist is to decide about the type of information to be collected. The items were framed measuring the following five major dimensions namely;

1. Transition to school
2. Teacher support
3. Engaging environment in school
4. Respecting diversity among students
5. Family and community partnerships
Items framed were in the form of statements. The respondents were asked to mark tick on yes/no answers. 30 items were prepared and it was tried on a small sample to make the tool valid and objective. The statements of checklist were discussed with some experts in the field of education. On the basis of unanimous suggestions and agreements, the validity was constructed. Five items were discarded, and the final checklist was made of 25 items. The checklist was created both in Hindi and English for the ease of the respondents.

**Administration of Brigance’s Diagnostic Inventory of Early Development:** The checklist was given to the teachers, principals, and administrators of various schools, and they were asked to fill them.

**Scoring key:** There were 25 statements in this school readiness checklist. Statements 1, 2, 3, 5, 8, 9, 10, 11, 13, 15, 16, 17, 19, 20, 21, 22, 23, 25 were positive in nature; the respondents who answer yes will be given score 1 and those who answer no will be given score 0. Statements 4, 6, 7, 12, 18, 24 are negative in nature; the respondents who answer no will be given score 1 and those who answer yes will be given 0. Thus the highest score for the scale will be 25 and lowest will be 0.

**TECHNIQUES OF DATA ANALYSIS:**
In addition to general descriptive statistical analysis, other treatments such as t-test and z-test were used to realize the objectives of the study.

**MAJOR FINDINGS:**
The major findings of the study are as follows.
1. There was significant difference in overall school readiness of children at primary stage with and without pre-primary education.
2. There was significant difference in school readiness of children at primary stage with and without pre-primary education.
3. There was significant difference in readiness of schools with and without pre-primary education.
4. There was significant difference in parental readiness of parents of children at primary stage with and without pre-primary education.
5. There was significant difference in basic skills of children at primary stage with and without pre-primary education.
6. There was significant difference in physical and motor skills of children at primary stage with and without pre-primary education.
7. There was significant difference in social and emotional skills of children at primary stage with and without pre-primary education.
8. There was significant difference in language and vocabulary skills of children at primary stage with and without pre-primary education.
9. There was significant difference in arithmetic and numeracy skills of children at primary stage with and without pre-primary education.

### TABLE-21: Summary Of Mean Of Variables For Groups With And Without Pre-Primary Education

<table>
<thead>
<tr>
<th>Variables</th>
<th>With Pre-primary Education</th>
<th>Without Pre-primary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Readiness</td>
<td>99.2</td>
<td>66.8</td>
</tr>
<tr>
<td>Children Readiness</td>
<td>37.2</td>
<td>23</td>
</tr>
<tr>
<td>Parental Readiness</td>
<td>45.6</td>
<td>26.8</td>
</tr>
<tr>
<td>Readiness of Schools</td>
<td>17.7</td>
<td>13</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>7.3</td>
<td>4.2</td>
</tr>
<tr>
<td>Physical and Motor Skills</td>
<td>8.5</td>
<td>6.9</td>
</tr>
<tr>
<td>Social and Emotional Skills</td>
<td>7.8</td>
<td>4.4</td>
</tr>
<tr>
<td>Language and Vocabulary</td>
<td>7.2</td>
<td>4.1</td>
</tr>
<tr>
<td>Arithmatic and Numeracy</td>
<td>7.6</td>
<td>4.8</td>
</tr>
</tbody>
</table>

### TABLE-22: Summary of Standard Error of Mean And t- Value for groups with and without pre-primary education
<table>
<thead>
<tr>
<th>Variables</th>
<th>S.Em</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Readiness</td>
<td>1.09</td>
<td>27*</td>
</tr>
<tr>
<td>Children Readiness</td>
<td>0.5</td>
<td>28.4*</td>
</tr>
<tr>
<td>Parental Readiness</td>
<td>0.83</td>
<td>22.6*</td>
</tr>
<tr>
<td>Readiness of Schools</td>
<td>0.7</td>
<td>6.7*</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>0.2</td>
<td>15*</td>
</tr>
<tr>
<td>Physical and Motor Skills</td>
<td>0.15</td>
<td>10.6*</td>
</tr>
<tr>
<td>Social and Emotional Skills</td>
<td>0.2</td>
<td>17*</td>
</tr>
<tr>
<td>Language and Vocabulary</td>
<td>0.19</td>
<td>16.3*</td>
</tr>
<tr>
<td>Arithmatic and Numeracy</td>
<td>0.2</td>
<td>14*</td>
</tr>
</tbody>
</table>

*significant at 0.01 level of significance

**FIGURE-15:** Mean scores of groups
FIGURE-16: Mean scores of skills of children