

## PARTICIPATION OF SCHOOL AND FAMILY IN ADDRESSING ADAPTATION DIFFICULTIES OF PUPILS STARTING PRIMARY EDUCATION

<sup>a</sup>RADKA TELEKOVÁ, <sup>b</sup>TATIANA MARCINEKOVÁ

*Constantine the Philosopher University in Nitra, Department of Pedagogy, Dražovská 4, 949 01 Nitra, Slovakia*  
email: <sup>a</sup>radka.telekova@ukf.sk, <sup>b</sup>tmarcinekova@ukf.sk

The paper was developed with support under KEGA 007UKF-4/2020 project: Family as a Topic in the System of the Future Teachers Preparation.

The paper was developed with support under UGA V12/2021 project: Prevention of adaptation difficulties of a child in the period of transition from kindergarten to first grade of primary school.

**Abstract:** This study is focused on analysing selected theoretical approaches and research findings of our and foreign provenance, focused on the issues of raising the participation rate of parents in eliminating the problems children experience during the school adaptation period. The pupils' adaptation difficulties requires the teacher's attention as also the quality of education conditions in the family determines the way the child adapts to school as well as the academic success. The aim of the research part was to find out the opinions and attitudes of primary education teachers with various lengths of teaching experience on the possible of solving adaptation difficulties of beginning pupils. The results of research confirmed that the length of teaching experience influences the opinions and attitudes of teachers to the possibilities of solving the adaptation difficulties of beginning pupils.

**Keywords:** adaptation difficulties, family, start of primary education, pupil.

### 1 Introduction

The start of compulsory education is a difficult time for new pupils and their parents. During the period of adaptation to new school conditions, some children might experience adaptation difficulties that individually vary in their etiological background. The course of the children's initial education is influenced by their family environment (among other factors), e.g. the value orientation of the parents, their level of education and the socio-economic status of the family (Elliott, 1995; Hausken, Rathbun, 2002; Pianta, Kraft-Sayure, 1999; Yeom, 1998).

The quality of conditions created by parents for their children in order to cope with the requirements of school education also impacts the successful adaptation of the child or potential adaptation difficulties (Harvard Family Research Project, 2007; Slezáková, Tirpáková, 2006).

The requirements of the pedagogical practice include the elimination of difficulties children experience at the beginning of the schooling process and especially the prevention of these difficulties. In order to address this issue, the teacher must be able to apply pedagogical diagnostics with regard to signs and causes of adaptation difficulties in different groups of children, as well as to find adequate solutions with the aim to eliminate these difficulties or decrease their frequency. A comprehensive approach foresees the participation of all parties involved. In particular, the emphasis is on the cooperation of family and school environments, as the intensity and importance of this cooperation increases after the child starts the first year of primary school. Specialised literature mentions several forms of cooperation that help not only to solve children's adaptation difficulties, but also to support new pupils in managing this challenging period through their own efforts.

### 2 Difficulties Faced by New Pupils in the Period of Adaptation to New Conditions

Specialised literature considers the child's transition from nursery school and family to the first year of primary school to be a challenging time in their life. From the affective perspective, the child might experience contradictory emotions – the fear of an unknown situation and the joy of expected progress. In order to cope emotionally with various situations, the child requires support from the adult who creates conditions for optimal management of the adaptation period (Samara, Ioannidi, 2019).

The new pupil needs to adapt to school education in its full extent. The difficulty of this process perceived individually by some children and the absence of adequate support can give rise to adaptation difficulties. The potential causes of adaptation difficulties that are most often mentioned in specialised literature are, for example, a low level of school readiness (Boethel, 2004), specifically the level of socio-emotional skills (Yuksel, 2013) and intellectual potential (Monkeviciene, Mishara, Dufour, (2006) and others. Current research findings show a growing number of such pupils. The interpreted data from the Irish study show that according to teachers, about 20 to 40% of children are facing adaptation problems at the beginning of compulsory education. (O'Kane, Hayes, 2006). This finding is also complemented by the results of a research conducted in selected Slovak schools (Borbélyová, Slezáková, Tirpáková, Kurucová, 2018). According to the author, 70% of pupils adapt successfully. The remaining 30% experience adaptation problems. Moreover, the study also found some differences in the course of pupils' adaptation with regard to their gender – between boys and girls, these differences were in favour of girls (Margetts, 1999; Jánošová, 2008; Besi, Sakellariou, 2019). Based on some expert opinions (Slezáková, Tirpáková, 2006; Průcha, Walterová, Mareš, 2009; Gagay, Grineva, 2015), differences between the conditions of the educational process and the pupil's abilities to cope with them can be regarded as a cause of the difficulties. Such a pupil needs suitable support from adults – teachers as well as parents. Otherwise, their cognitive and socio-emotional development and also their further education might be impacted in a negative way.

Specialised literature (Slezáková, Tirpáková, 2006) provides research findings with regard to the consequences of failing to address the pupil's adaptation difficulties. A lack of interest in eliminating or mitigating these issues poses a threat to the child's relationship to school, their motivation to learn and gain knowledge as well as the mental health of individuals. In the long term, if the teacher and the parent adopt a passive attitude to the difficulties faced by the pupil, it might negatively impact the pupil's relationship to work.

In the view of the theoretical and research basis presented above, it seems relevant to focus on the search for solutions that will ensure a successful adaptation process for each pupil. According to the authors (Ahtolaa, 2011; O'Kane, Hayes, 2006), the teachers and parents as well as the quality of their cooperation all play a key role in this respect.

### 3 Family at the Time of Adaptation of the Pupil and the Benefits of Cooperation with School

When the child starts the first year of primary school, the demands and requirements of school education also concern their family. The parents of a new pupil are faced with an unfamiliar situation that requires their active approach. In this context, it is necessary for the teacher to also pay attention to parents. Examples of what can be regarded as a significant factor of a supporting family environment include the quality of preparation in the conditions at home, the overall family climate, cognitive stimulation, well-being and adequate signs of interest in the child (Bednářová, Šmardová, 2012; Harvard Family Research Project, 2007). There is also an emphasis on the parents' influence on the academic success of their child. Research findings show that at the beginning of compulsory education, pupils whose parents take an active approach are potentially twice as successful as children of passive parents. Important factors of the family environment that contribute to the pupil's support might include, among others, a stimulating domestic environment, the creation of learning conditions for the child, the knowledge of their abilities and potential, the formation of optimal expectations and the cooperation with their teacher (Pinantoan, 2013).

The pupil exists within multiple environments at the same time, the dominant environments being their family and school. Between them, there is a constant interaction and dynamic communication, the contents of which must never be mutually exclusive. The quality and frequency of contact between both environments provide benefits for the pupil starting compulsory education. The mutual cooperation results in the support of the pupil, which is a prerequisite for their successful adaptation. In case of adaptation difficulties, the subject of the cooperation is the solution implemented both at school and in the family (Samara, Ioannidi, 2019).

With regard to adaptation, the focus is on the protective function of the family that plays an irreplaceable role in situations of particular pressure. The essence of this consists of adequate attention, aid, protection and support between the child and the members of their family (Slezáková, Tírpáková, 2006).

According to Samara and Ioannidi (2018), the partnership between the parents and the teachers impacts the child's education as well as their emotional and social development. However, the theoretical framework of this issue shows that some parents are unprepared for the upcoming period and have no knowledge of their own position and the role they play in the adaptation process of a new pupil. The situation requires adequate professional and pedagogical preparedness of the teacher in initial education who will provide advice and methodical guidance for the pupil's parents. If the parents are familiar with basic adaptation mechanisms, they can respond to signs of difficulties and apply appropriate strategies in order to solve them.

In spite of the wide spectrum of benefits brought by active participation of parents in the educational process, there are some obstacles in the mutual cooperation (Sapungan, Sapungan, 2014). In the pedagogical practice, this can involve the negative attitude some parents have towards the teacher or education in general or a passive attitude. There might be some shortcomings limiting the parents when it comes to providing support to their children during the adaptation period, such as a low level of preparedness for the role of a parent to a school-aged child (Chomenko, 2006). According to the author, the main criteria of preparedness include the psychological, pedagogical, socio-legal and economic readiness of the parents. At the beginning of compulsory education, there might be some differences between the parents' expectations and ideas about school education and the actual demands and requirements for the pupil. Consequently, this situation prevents parents from providing efficient aid to their child. Similarly, parents are confronted with their new role as defined by the school (Slezáková, Tírpáková, 2006). In order to increase the quality of education, attention must be paid to pedagogical intervention for the parents of new pupils. In connection with the identified issue, this contribution further focuses on the options the parents have with regard to their participation in addressing adaptation difficulties of new pupils.

Pedagogical practice involves several inspiring options for the cooperation of the family and school environment (Besì, Sakellariou, 2019). The specific examples of cooperation at the start of education include sending written materials with the necessary information and letters with recommendations and instructions for parents as well as relevant phone communication. The results of the research by Besì and Sakellariou (2019) indicate that most teachers consider cooperation with parents necessary and important. The respondents especially emphasised the need for trust in the mutual relationship. Based on the opinions and attitudes of teachers included in the research sample, parents are an integral part of the pupil's adaptation process. According to the teachers, the role of the parents consists in providing positive motivation to the child and holding target-oriented conversations about ideas and expectations with regard to school education. They also believe that parents have various possibilities of active participation, such as learning with their child, helping them

prepare in the home environment, reading books and playing educational games.

An active parent that takes part in ensuring a successful start of primary education can provide adequate help and support to their child. Other inspirational examples can also include parents visiting a primary school together with their children, written information about school education provided to parents, meetings with primary school teachers, joined events for parents and teachers with a focus on the expected changes and possibilities of support for a new pupil. Another option is the participation of parents in a transition programme (Margetts, 1999). Pedagogical practice in Australian schools includes the implementation of transition programmes where parents, nursery school teachers, primary school teachers and expert staff take part. The cooperation of participating members of the transition team shows a comprehensive approach to supporting a seamless transition of the child and their successful adaptation without any difficulties.

In Germany, joined conversations of teachers and parents are organised in order to increase the quality of communication between the two environments. Their content mostly centres around the possibilities of cooperation and support for the child. Similarly, a research project conducted in Guyana aimed at exploring the issue of adaptation problems in the period of the child's transition from nursery school to primary school emphasises that the pupils' parents also need to participate alongside teachers from both types of schools (Fabian, Dunlop, 2007).

#### 4 Methodology

The main goal of the pedagogical research was to find out the opinions of primary school teachers with various length of teaching experience regarding the possible solutions for adaptation difficulties experienced by beginning pupils. Of particular interest was the question whether the length of teaching experience influences the choice of solutions in favour of cooperation between schools and family or other institutions, for example the Center for pedagogical and psychological guidance and prevention. The mentioned institution provides comprehensive psychological, special-pedagogical, diagnostic, educational, counseling and preventive activities to children in the field of optimizing their development.

The research sample consisted of 104 teachers teaching in the first grade of primary school. According to the length of practice, we divided teachers into five groups - teachers with a length of practice of up to 5 years, from 5 to 10 years (inclusive), with a duration of practice of 11 to 15 years (inclusive), 16 to 20 years (inclusive) and teachers with more than 20 years of experience.

Data were collected through an own electronic questionnaire sent to respondents in the school year 2020/2021. The questionnaire included semi-closed questions that teachers answered either by choosing one of the options or by providing their own answer. The selected questions (1-4) of the questionnaire concerned the possible solutions to adaptation difficulties, namely the questions:

1. *Do you consider cooperation with parents to be a suitable option for addressing adaptation difficulties of first graders?*
2. *Do you consider cooperation with the Centre for pedagogical and psychological guidance and prevention to be a suitable option for addressing adaptation difficulties of first graders?*
3. *Do you consider cooperation with a nursery school to be a suitable option for addressing adaptation difficulties?*
4. *Do you consider adaptation difficulties of first graders to be short-term problems not requiring a solution?*

We verified the validity and reliability of the compiled questionnaire using the Cronbach's alpha test. The calculated value of 0.91 confirmed the validity of the questionnaire.

Respondents could answer "yes" or "no" to all questions. We assigned the value 1 to the positive answer and 0 to the negative. In the evaluation, we were interested in the number of positive, resp. negative answers. We subsequently analyzed the obtained results according to the length of pedagogical practice of teachers within the created groups. In the statistical analysis, we used the selected Chi-square test of independence.

#### 4 The Analysis and Interpretation of Results

As already mentioned, we evaluated the data using statistical analysis. Before starting the research, we set the following hypothesis:

H1: The length of pedagogical practice of primary school teachers has an impact on their views and attitudes to the possibilities of solving the adaptation difficulties of beginning schoolchildren.

To verify the validity of the established hypothesis, we analyzed the answers obtained to all selected questions of the questionnaire, which concerned the possibility of solving the adaptation difficulties of beginning schoolchildren. These questions are mentioned in the previous part of the article and were statistically processed.

The aim of the statistical analysis was to find out whether there is a connection between the length of practice of primary school teachers and their views on the possibilities of solving the adaptation difficulties of beginning schoolchildren.

We used non-parametric test methods for statistical analysis of the obtained data. To verify the dependence of the two qualitative features A, B, we used - the independence test for the PivotTable type (Markechová, Stehlíková, Tírpáková, 1990).

##### 1. Question

In this question, we found out whether there is a correlation between the length of the teacher's experience and the answers given to the following question: *Do you consider cooperation with parents to be a suitable option for addressing adaptation difficulties of first graders?* Therefore, the subject of the test was the dependence of two qualitative characteristics A, B, where A stands for the choice of answer to the question above and B represents categories created by the length of the teachers' experience.

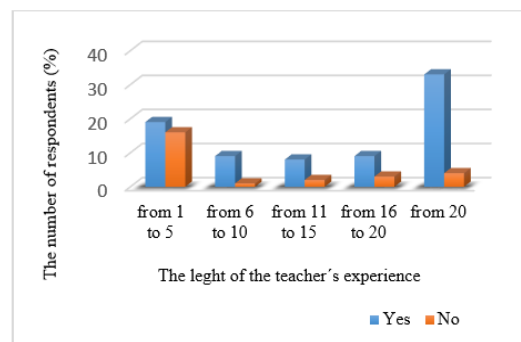
The  $\chi^2$ -test of independence for the contingency table  $k \times m$  was used to verify whether there is a connection between the type of response provided by the teacher to the question above and the length of their experience. The test was conducted in the programme STATISTICA. After entering the input data, the output system of the computer produced the contingency table, the test criterion value of the  $\chi^2$ -test (=13,3158) and the  $p$ -value=0,009831.

The test can also be evaluated by using the  $p$ -value, which stands for the probability of an error resulting from the rejection of the hypothesis that is being tested. If the  $p$ -value of probability is sufficiently low ( $p < 0.05$  or  $p < 0.01$ , respectively), the hypothesis  $H_0$  that is being tested with regard to independence of the examined characteristics A, B will be rejected (on significance level of 0.05 or 0.01, respectively). Otherwise, the hypothesis  $H_0$  cannot be rejected.

As the  $p$ -value of probability is lower ( $p = 0.009831$ ) than the chosen significance level  $\alpha = 0,01$ , the hypothesis  $H_0$  on significance level  $\alpha = 0,01$  is rejected and the alternative hypothesis  $H_1$  is accepted. This means that the length of the teacher's experience has a statistically significant impact on the

choice of an answer to the following question: *Do you consider cooperation with parents to be a suitable option for addressing adaptation difficulties of first graders?* In other words, the length of teaching experience has a statistically significant influence with regard to considering the cooperation with parents as an option for addressing adaptation difficulties of first graders. The test proved that the chosen way of addressing adaptation difficulties faced by first graders depends on the length of teaching experience in a statistically significant way. The following Figure 1 shows a graphic depiction of this situation.

Figure 1 Cooperation with parents



As the test proved that the choice of said option for addressing adaptation difficulties of first graders depends on the length of the teacher's experience in a statistically significant way, the degree of that dependence was also of interest. The degree of dependence between the qualitative characteristics A, B shall be assessed on the basis of a contingency coefficient (Markechová, D. – Stehlíková, B. – Tírpáková, A. 1990). Contingency coefficient  $C$  acquires values from the interval  $(0, 1)$ .

In our case, the calculation determined the value of the contingency coefficient between the choice of the most suitable option for addressing adaptation difficulties of first graders and the length of the teacher's experience  $C = 0.79$ , i.e. there is a high degree of relationship and the relationship is statistically significant.

##### 2. Question

An analogous approach was adopted in order to detect a statistically significant correlation between the teacher's length of teaching experience and responses to the following question: *Do you consider cooperation with the Centre for pedagogical and psychological guidance and prevention to be a suitable option for addressing adaptation difficulties of first graders?*

In this case, too, we used a  $\chi^2$ -test to find the answer to that question. The determined value of the probability  $p$  is greater than 0.05 ( $p = 0.123676$ ), the hypothesis of the independence of the observed features at the level of significance cannot be rejected. The test proved that the teacher's answer to the question whether teachers consider cooperation with the Centre for Pedagogical-Psychological Counseling and Prevention to be a possibility of solving pupils' adaptation difficulties in the 1st year is not statistically significantly related to his length of practice.

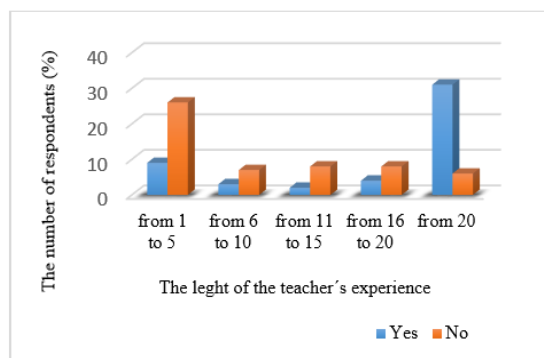
##### 3. Question

Similarly, it was of interest whether there is any statistically significant correlation between the length of the teachers' experience and their answers to the following question: *Do you consider cooperation with a nursery school to be a suitable option for addressing adaptation difficulties?*

We proceeded in the same way using - the  $\chi^2$ - test of independence the contingency table, which we verified whether the answer to the question is related to the length of the teacher's practice.

As the  $p$ -value of probability is lower ( $p = 0.000002$ ) than the chosen significance level  $\alpha = 0,01$ , the hypothesis  $H_0$  on significance level  $\alpha = 0,01$  is rejected and the alternative hypothesis  $H_1$  is accepted. This means that the length of the teacher's experience has a statistically significant impact on the choice of an answer to the following question: *Do you consider cooperation with a nursery school to be a suitable option for addressing adaptation difficulties?* In other words, the length of teaching experience has a statistically significant influence with regard to considering the cooperation with a nursery school to be a suitable option for addressing adaptation difficulties of first graders. The test proved that the chosen way of addressing adaptation difficulties faced by first graders depends on the length of teaching experience in a statistically significant way. The following Figure 2 shows a graphic depiction of this situation.

Figure 2 Cooperation with nursery school



Due to the proved statistical significance of dependence, the focus was on the degree of this dependence, which was assessed on the basis of the contingency coefficient described above. In that case, the calculation concerned the value of contingency coefficient with regard to the cause for adaptation difficulties and the length of the teacher's pedagogical experience  $C=0.95$ . This represents a very close relationship.

#### 4. Question

In addition, it was examined whether there is a correlation between the length of the teachers' experience and their answers to the following question: *Do you consider adaptation difficulties of first graders to be short-term problems not requiring a solution?* During the statistical evaluation, the subject of the test was the dependence of two qualitative characteristics  $A$ ,  $B$ , where  $A$  stands for the choice of answer to the question above and  $B$  represents categories created according to the length of the teachers' experience.

The  $\chi^2$ -test of independence for the contingency table  $k \times m$  was used to verify whether there is a connection between the type of response provided by the teacher to the question above and the length of their experience.

The detected  $p$ -value of probability is higher than 0.05 ( $p = 0.123676$ ), therefore the hypothesis  $H_0$  about the independence of the characteristics observed on significance level  $\alpha = 0,05$  cannot be rejected. The test proved that the teacher's response to the question whether they consider *adaptation difficulties of first graders to be short-term problems not requiring a solution* has no correlation with the length of their teaching experience.

The results of tests for statistically significant correlation between the teachers' responses to selected questions in the questionnaire and the length of their teaching experience are summarised in the Table 1:

Table 1 The results of tests for statistically significant correlation

The possible solutions for adaptation difficulties	$\chi^2$	$p$	$C$
The cooperation with parents	13,3158	0,0098*	0,79
The cooperation with Centre for pedagogical and psychological guidance and prevention	-	0,1236	-
The cooperation with a nursery school	31,4409	0,0000*	0,95
The short-term problems not requiring a solution	-	0,1236	-

Statistically significant values are marked by an asterisk. The test results show statistically significant correlation between the length of the teachers' experience and their answers to the following questions: *Do you consider "cooperation with parents/cooperation with a nursery school" to be a suitable option for addressing adaptation difficulties?* This means that the length of teaching experience has a statistically significant impact on the choice of the answer to the questions mentioned above.

#### 5 The Results and Discussion

Based on the analysis of the results of pedagogical research, we can state that a statistically significant relationship was demonstrated between the length of the teachers' experience and their opinions on solving the adaptation difficulties of pupils. Our research findings show that almost twice as many teachers with more than 20 years of experience consider working with parents to be a suitable option for solving adaptation difficulties in pupils (Question 1). In the statistical analysis of teachers' answers to the 3rd question, whether teachers consider cooperation with a kindergarten as a suitable option for solving adaptation difficulties, similarly to the 1st question, a statistically significant relationship was demonstrated between the length of the teachers' pedagogical practice and their views on solving pupils' adaptation difficulties. We recorded the most positive answers for teachers with a length of practice of 20 years or more. Teachers who have been placed in the first category (length of practice 1 to 5 years) do not consider cooperation with the kindergarten to be important in solving the difficulties of beginning pupils. We recorded the most negative answers in this category.

In the analysis of the answers to the 2nd question whether teachers consider cooperation with the Center for Pedagogical-Psychological Counseling and Prevention to be a suitable option for solving pupils' adaptation difficulties in the 1st year and the 4th question whether teachers consider adaptation difficulties of 1st year pupils to be short-term problems do not require a solution, no statistically significant correlation between teachers' opinions on these issues and the length of their practice has been demonstrated.

The results of our research point to the importance of many years of experience of teachers in their practice, which allows them to take a comprehensive approach to the problem. Compared to teachers who have less practical experience, they can identify far more factors that can cause problems for children in such a challenging period. At the same time, they know how to find more ways to solve them. In our case, more experienced teachers consider cooperation with the family environment and kindergarten to be one of the important solutions to the adaptation difficulties of beginning pupils.

To examine a pupil at the beginning of school, it is important to know pupil's personality in a broader context, including the characteristics of the family environment and the level of previous development. It is determined primarily by the child's family environment, but it can also be a pre-primary education in kindergarten. U. Bronfenbrenner concretized the mentioned theoretical starting points as a bioecological theory of

interconnected systems. Their influence can have a positive or negative effect on the development of the pupil's personality (Johnson, 2008).

A necessary condition for the implementation of quality work of a teacher is the formation of an image of the family environment of pupils. The existence of a child, in the context of our contribution of a beginning pupil, in the family influences a school performance, a social position in the classroom, an interaction with the environment. The concretization of the issue is the cooperation of the family and the school environment. After the child starts primary school, the possibilities and forms of parental involvement expand (Kurincová, 2019).

Our research findings also correspond to the theoretical background of Slezáková and Tirpáková (2006), Samara and Ioannidi (2019), who confirm that the existence of difficulties represents a burden not only for the individual, in our case beginning pupils, but also for his surroundings (Fabian, 2000). In this context, it is necessary to provide support to children, but also to their parents. During the pupil's adaptation to the new conditions, the position of the parents is considered crucial. At the same time, entering the 1st year is an opportunity for quality cooperation with parents, as the nature of the adaptation process exceeds the beginning of school attendance and affects the education of children in the next period of their school attendance. From the teacher is expected to take the initiative to lead parents to understand the changes that accompany the start of schooling and to an appropriate orientation in the practice of primary education (Jindal-Snape, Hannah, 2013). Part of these teacher efforts is to provide information on the challenges facing the beginning pupil, on the possible ways for children to adapt to the new conditions and on various support strategies. The partnership between the family and the school monitors the development of positive relationships between stakeholders and forms the basis for stability, success and continuity between the family and the school at the beginning of the pupil's schooling (Hirst, 2011).

In addition to quality cooperation between the family and the school, the cooperation between the primary school, the kindergarten and the family is also important. It is important to focus on preventing early manifestations of adaptation difficulties of the pupils entering the first year of primary school. In the kindergarten, it is possible to carry out appropriate preventive activities aimed at detecting signals of adaptation difficulties. In the context of preventing or solving the difficulties of children with adaptation, information on pre-school preparation of the child is useful. According to Fredrickson (2001), its necessary part is to increase the pupil's psychological resilience, self-confidence and coping with stressful situations independently with the support of an adult.

We can state that using statistical methods, it was possible to point out the link between the length of teachers' pedagogical practice and their opinions on the possibilities of solving adaptation difficulties. The analysis of the results showed a statistically significant relationship between the longer length of pedagogical practice of teachers and their views on solving the issue of adaptation difficulties of pupils in favor of cooperation with family and kindergarten. The specific nature of the difficulties requires a comprehensive approach and an effective solution is the teacher's purposeful cooperation with the family and preschool environment.

## 6 Conclusion

In conclusion, we emphasize the need for more attention towards the issue of adaptation of beginning pupils by theory and practice. The basic condition is to know and understand its specifics and to provide adequate support to children and parents in order to prevent difficulties. We see the benefit of the presented paper in finding out the opinions and attitudes of primary education teachers with a longer length of pedagogical practice, who consider the solution of adaptation difficulties to be important. They see one of the strategies for their solution in the quality cooperation with the family and kindergarten. It was

confirmed that a necessary condition for a successful transition to primary school is to ensure continuity between the family environment, pre-primary and primary education. This means that an important prerequisite for eliminating difficulties is the active participation of teachers from both levels of education and parents aimed at strengthening the preconditions of children to master school education and reducing the frequency of adaptation difficulties.

## Literature:

1. Ahtolaa, A. et al. 2011. Transition to formal schooling: Do transition practises matter for academic eperformance? *Early Childhood Research Quarterly*. 26, 295-302. doi: 10.1016/j.ecresq.2010.12.002
2. Bed nářová, J., Šmardová, V. 2012. *Školská zrelost. Āo by malo dieťa vedieť pred vstupom do školy.[The school maturity. What a child should know before entering school.]* Brno: Edika.
3. Besi, M.& Sakellariou, M. 2019. Teachers' Views on the Participation of Parents in the Transition of their Children from Kindergarten to Primary School. *Behavioral Science*. 9 (124), 1-12. doi: 10.3390/bs9120124
4. Boethel, M. 2004. Readiness: School, Family and Community. Southwest Educational Development Laboratory. Available online: < <https://sedl.org/connections/resources/readiness-synthesis.pdf>>
5. Borbélyová, D., Slezáková, T., Tirpáková, A., Kurucová, Z. 2018. Using an adaptation programme to introduce children to the early years of schooling in Slovakia. *Education*. 3 (13), 730-745, doi: 10.1080/03004279.2018.1531045
6. Crepaldi Santos, T. E., Correia-Zanini G. M. R., Marturano, E. M. 2017. Elementary School Entry: Stress, Competence and Adjustment in First Grade Students, *Trends in Psychology / Temas em Psicologia*, 25 (2), 517-529, doi: 10.9788/TP2017.2-06En
7. Elliott, A. 1995. *Family Experiences of Transition from Child Care to School*. Paper presented at the Annual Meeting of the American Educational Research Association, Available online: <<https://files.eric.ed.gov/fulltext/ED385377.pdf>>
8. Fabian, H. 2000. *A Seamless Transition?* Available online: <<https://extranet.education.unimelb.edu.au/LED/tec/pdf/fabian1.pdf>>
9. Fabian, H., Dunlop, A. W. 2007. *Outcomes of good practice in transition processes for children entering primary school. Working Paper 42*. Hague: Bernard van Leer Foundation. Available online:<<http://www.bibalex.org/Search4Dev/files/282611/114948.pdf>>
10. Fredrickson, L. B. 2001.The role of positive emotions in positive psychology: The broaden and build theory of positive emotions. *American Psychologist*. 56 (3) , Available online: <<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3122271/>>
11. Gagay, V. V., Grineva, K. Y. 2015. The model of school adaptation of first-graders with regard to the mechanism of coping with difficult situations. *Pedagogic and psychology of education series*. 4 (6), 6 – 9, Available online:< <http://rrpedagog.ru/en/journal/article/534/>>
12. Harvard Family Research Project, 2007. *Family Involvement in Elementary school children's education*. No. 2, Available online: <<https://eric.ed.gov/?id=ED495467>>
13. Hausken, E. G., Rathbun, A. H. 2002. *Adjustment to Kindergarten: Child, Family, and Kindergarten Program Factors*. Paper presented at the Annual Meeting of the American Educational Research Association, Available online: <<https://files.eric.ed.gov/fulltext/ED463849.pdf>>
14. Hirst, M. et al. 2011. Transition to primary school: a review of the literature. Australia: Australian Psychological Society, Available online< [https://www.researchgate.net/publication/298354385\\_Transition\\_to\\_Primary\\_School\\_A\\_Review\\_of\\_the\\_Literature](https://www.researchgate.net/publication/298354385_Transition_to_Primary_School_A_Review_of_the_Literature)>
15. Chomenko, I. 2006. Z Āeho naĀinajetsja škola? *Direktor školy*. 1, Available online:< <http://edu.director.ru/lib/author.php?id=22925>>
16. Jánořová, P. 2008. *DívĀí a chlapeĀká identita. VĀvoj a úskalí[Girl's and boy's identity. Development and pitfalls]*. Praha: Grada Publishing.

17. Jindal-Snape, D., Hannah, E. 2013. Relationship Between Social Policy and Practice. In Margetts, K., & Keinig, A. (Eds.), *International Perspectives on Transition to School: Reconceptualising Beliefs, Policy and Practice*. NY: Routledge.
18. Johnson, S. E. 2008. Ecological Systems and Complexity Theory: Toward an Alternative Model of Accountability in Education. *Complicity: An International Journal of Complexity and Education*, 5 (1), 1-10, Available online: <<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.471.7361&rep=rep1&type=pdf>>
19. Kurincová, V. 2019. Knowing the family's pupil – one from facilities of the teacher's work [Poznanie rodiny žiaka – jedno z východisk edukatívnej práce učiteľa], *Slavonic Pedagogical Studies Journal*, Vol. 8, No.2 eISSN 1339-9055, p. 331-339, Available online: [http://www.pegasjournal.eu/files/Pegas2\\_2019\\_7.pdf](http://www.pegasjournal.eu/files/Pegas2_2019_7.pdf)
20. Margetts, K. 1999. *Transition to school: Looking forward*. Proceedings of the Australian Early Childhood Association Biennial Conference Darwin 14-17 July 1999. Australian Early Childhood Association, Available online: <<http://www.aeca.org.au/darconfmarg.html>>
21. Markechová, D., Stehlíková, B., Tirpáková, A. 1990. *Štatistické metódy a ich aplikácie* [Statistical methods and their applications]. Nitra: UKF, 534 pp. ISBN 978-80-8094-807-8
22. Monkeviciene, O., Mishara, L. B., Dufour, S. 2006. Effect of the Zippy's Friends Programme on Children's Coping Abilities During the Transition from Kindergarten to Elementary School. *Early Childhood Education Journal*. 34 (1). doi: 10.1007/s10643-006-0104-0
23. O'Kane, M., Hayes, N. 2006. The transition to school in Ireland: views of preschool and primary school teachers. *International Journal of Transitions in Childhood*, 2, 4-17, Available online: <<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.514.8271&rep=rep1&type=pdf>>
24. Pianta, R. C., Kraft-Sayre, M. 1999. Parents' Observations about Their Children's Transitions to Kindergarten. *Young Children*, 54 (2) 47-52, Available online: <<https://eric.ed.gov/?id=ej586491>>
25. Pinantoan, A. 2013. The Effect of Parental Involvement on Academic Achievement, Available online: <<http://www.teachtought.com/learning/the-effect-of-parental-involvement-on-academic-achievement>>
26. Průcha, J., Walterová, E., Mareš, J. 2009. *Pedagogický slovník [The pedagogical dictionary]*. Praha: Portál.
27. Samara, E., Ioannidi, V. 2018. Views of Parents for Difficulties in the Transition from Kindergarten to Primary School. The Role of Counseling and Future Trends in General and Special Education. *Open Access Library Journal*, 5, 1-12, doi: 10.4236/oalib.1105062
28. Samara, E., Ioannidi, V. 2019. The Transition from Greek Kindergarten to Primary School: The role of parents and their collaboration with teachers for early intervention – exploiting Bronfenbrenner's Views. *European Journal of Alternative Education Studies*. 4 (2). 19-32, doi: 10.5281/zenodo.3243541
29. Sapungan, M. G., Sapungan, M. R. 2014. Parental Involvement in Child's Education: Importance, Barriers and Benefits. *Asian Journal of Management Sciences & Education*, 3(2), 42-48, Available online: <[https://www.researchgate.net/publication/283539737\\_Parental\\_Involvement\\_in\\_Child's\\_Education\\_Importance\\_Barriers\\_and\\_Benefits](https://www.researchgate.net/publication/283539737_Parental_Involvement_in_Child's_Education_Importance_Barriers_and_Benefits)>
30. Slezáková, T., Tirpáková, A. 2006. *Adaptácia dieťaťa na školu – Súčasné pohľady na pedagogickú teóriu a prax [The adaptation of a child to school – current views of pedagogical theory and practice]*. Nitra: PF UKF v Nitre.
31. Yeom, J.S. 1998. Children's Transition experiences from Kindergarten to Grade One. *Canadian Children*, 23 (1), 25-33, Available online: <<https://eric.ed.gov/?id=EJ602082>>
32. Yuksel, M. et al. 2013. Analysing the school readiness of preschoolers from the aspect of the social skills when they start primary school. *International Journal on New Trends in Education and Their Implications*, 4, 98-112 Available online: <[https://www.researchgate.net/publication/309667038\\_ANALYSING\\_THE\\_SCHOOL\\_READINESS\\_OF\\_PRESCHOOLERS\\_FROM\\_THE\\_ASPECT\\_OF\\_THE\\_SOCIAL\\_SKILLS\\_WHEN THEY\\_START\\_PRIMARY\\_SCHOOL](https://www.researchgate.net/publication/309667038_ANALYSING_THE_SCHOOL_READINESS_OF_PRESCHOOLERS_FROM_THE_ASPECT_OF_THE_SOCIAL_SKILLS_WHEN THEY_START_PRIMARY_SCHOOL)>

**Primary Paper Section: A**

**Secondary Paper Section: AM**