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“Teachers’ Perceptions about Young Learners Readiness for Next Grade: A Scenario of Early Childhood Education in Pakistan”

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ABSTRACT

This research aims to explore the perceptions of preschool teachers about their young learners’ readiness for elementary level. The study was quantitative in nature. A self-developed questionnaire was used. 278 teachers were selected by applying proportionate stratified random sampling technique. Data were analyzed by applying Descriptive and inferential statistics. It was revealed by the results that there was consistency among ECE teachers’ perceptions about preschoolers’ readiness. Teachers had knowledge regarding main focus of pre-school education, to prepare children for elementary education level. Preschoolers’ readiness is a progression which supports them to progress in a variety of learning areas and become all-rounders. This development focuses on physical, personal-social and emotional development, language and literacy development, Basic mathematical concept, health and hygiene, creative art and understanding the world. This empirical study providing the data that conducive learning environment can accelerate early years learning to enhance children accomplishments in life.

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Introduction

Early Childhood Education (ECE) is the most fundamental period in the development of a person's personality. It is at this time that an individual's growth is nurtured, and it is on this foundation that the structure of their personality is formed. In this time period, children try to participate in a diverse type of care and education situations and surroundings (Mubashar, Hashmi, & Altaf, 2020). The early years of a child's life (from birth to age 8) are often regarded as a critical period in the development of the child's physical, linguistic, intellectual, and emotional abilities. Early childhood education lays the groundwork for the development of lifelong abilities as well as the basis for all future learning. A child's health, a secure and loving environment, and the appropriate mental stimulation all contribute to the development of a solid framework for growth. International research suggests that early interventions provide a unique chance to prevent future learning difficulties, including a decrease in primary school dropout rates, as well as an increase in the country's literacy rate. Early childhood education must educate children with fundamental abilities, such as language and arithmetic, for them to grow up to be productive citizens of their nation.

Early childhood is a sensitive period marked by rapid transformations in physical, cognitive, language, social and emotional development. Significant and critical brain development occurs before age 7, especially the first three years of life, when important neuronal connections take place or not take place (Hashmi, Mubashar, & Altaf, 2020). In early childhood education, student readiness is a process that prepares young children to acquire social and emotional skills, literacy, and numeracy abilities, as well as becoming acquainted with the

demands of early school life (Hatcher, Numer, & Paulsel, 2012). There is currently no accepted definition for what constitutes student readiness. It refers to a type of environment that allows children to survive and develop in a manner that allows them to be developed physically, cognitively, emotionally and socially, all characteristics that indicate a positive beginning in life for the complete and overall development of new learners (Britto, 2012). Every kid in society should have the chance to grow and achieve full learning potential, irrespective of any caste, creed, position, or any other feature. It is also considered as a method for improving equality in the attainment of lifelong learning among children as young as three years old (Britto, 2012). The cognitive, physical, social, and emotional development of a child as well as knowledge of world around them and language development have all been reflected with later success, in addition to other factors, according to research (Fenney, Moravcik, & Nolte, 2016). Preparing students for school is interwoven with a child's entire development, which is essential for the child's attentiveness for school and their ability in engaging academic activities (Shore & Rima, 1998).

For children to be ready for primary level education, they must have developed certain competencies to become all-rounder in all walks of life. Student readiness is defined as the development of certain capacities in children in order for them to be ready for primary level education (Pianta, Barnett, Justice & Sheridan, 2012). At elementary level, children develop their social understanding by incorporating their knowledge by relations with teachers, peers and families. Children also begin to develop proficiency in a variety of capacities (Hashmi & Akhter, 2013). For children to perform better in later life, it is critical that

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they have resilient connection with their teachers, not only to ensure constant support, but also to foster continuing motivation and encourage bright results in order to accomplish thriving standards in future (Fayez, Ahmad, & Oliemat, 2016).

Problem Statement

To prepare children for a better future, student preparation is a process that involves developing their talents in several areas, especially academic abilities, while also providing them with fair learning opportunities to better prepare them for the future. A child's ability to move from one level of school to the next is severely tested, putting him or her in a vulnerable situation when it comes to adapting, which is particularly true for children. The maximum children's cognitive development continues to be the focus of early childhood education courses, while the development of their social and emotional skills receives much less attention. Numerous teachers place a strong emphasis on educational success and the completion of the syllabus without taking into consideration the importance of other skills that must be developed, such as physical, social, moral and emotional development, each of which is an important component of a child's overall development and should be considered. The aim of this study was to find out what early childhood education instructors and first-grade teachers thought about their students' readiness to make the transition from elementary to secondary school.

Significance of the Study

This study may have a broad variety of consequences. Early childhood education lays the foundation for future education, therefore the transition from ECE to grade I is crucial for children, parents, teachers, and schools. Curriculum, teaching techniques,

classroom environment, and other variables may differ from those found in primary school. Therefore, the results of this study will be helpful to a broad variety of individuals involved in the education of young children, including teachers, school administrators, and policymakers. Students' readiness is a big issue in Pakistan, but study hasn't been done on it there, either. This research will assist fill that gap by contributing to what's currently known regarding student preparedness, as well as what ECE teachers think about it. Furthermore, this research is significant for Pakistani academia.

School board members, curriculum directors, and teachers may benefit from the study's findings by better understanding the importance and effectiveness of the NC in ECE. It may also be targeted at teaching teachers and school officials that the NC's main learning areas are important for children's development and are needed before they enter primary school. This study may also alert curriculum designers at the national level to the necessity of changing the NC for ECE to guarantee that the NC for ECE and the NC for primary level education are more closely linked to ensure children are growing holistically.

Objective of the Study

The objectives of the study were to:

1. Investigate the ECE Teachers' Perceptions regarding their Students' readiness for grade I.
2. Find out the ECE Teachers' Perceptions regarding their Students' Readiness based on demographic variables: (gender, qualification, professional qualification, and experience).

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Research Questions of the Study

1. What are the ECE teachers' perceptions about personal and social development?
2. What are ECE teachers' perceptions about language and literacy development?
3. What are ECE teachers' perceptions about basic mathematical concept?
4. What are ECE teachers' perceptions about the world around us/ general knowledge?
5. What are ECE teachers' perceptions about health, hygiene and safety?
6. What are ECE teachers' perceptions about creative arts?
7. Is there any significant difference of ECE Teachers' Perceptions regarding their Students' Readiness on the basis of demographic variables?

Methodology

The research was carried out using the positivist paradigm. This quantitative research sought to learn how early childhood education teachers thought about their students' readiness for first grade. A cross-sectional survey method was used to examine ECE teachers' perceptions about their students readiness for grade one.

Participants in the research were all public school ECE teachers. There are 876 public schools with ECE centers, 419 male public schools, and 457 female public schools, according to [QAED \(2019\)](#). Public schools for boys account for 48% of the population, while public schools for girls account for 52%. There are 419 teachers in boys' public schools and 457 in girls' public schools. As a result, 278 teachers were selected using a simple selection technique.

It was created a questionnaire on early childhood education teachers' perceptions of student readiness for grade I, which included 40 statements on six factors: personal and social development, language and literacy, basic mathematical concepts, the world around us, health, hygiene, and safety, and creative arts. The overall reliability of the questionnaire is 0.789. Data analysis using descriptive (frequencies, mean, standard deviations) and inferential statistics (independent samples t-test and one-way ANOVA) was used to get the answers to the study questions.

Results

Research Question 1

What are ECE teachers' perceptions about personal and social development?

Table 1

Similarities and differences between ECE teachers' perceptions about Personal and Social Development

Sr. No.	Statements	SDA	DA	A	SA	M	SD
	For student readiness, it is important for children						
1.	a) to understand their likes and dislike	1.4	10.8	46.4	41.4	3.27	.71
	b) to understand their emotions and personal hygiene	1.8	5.8	47.1	45.3	3.35	.67
2.	to share and work in collaboration with others.	1.1	9.0	43.2	46.8	3.35	.68
3.	to appreciate and respect <u>others</u> feelings and views.	2.5	9.0	48.9	39.6	3.25	.72
4.	a) to show the sense of responsibility (their belongings and classroom materials)	3.2	13.7	46.4	36.7	3.16	.77
	b) to show the sense of responsibility of their surroundings, e.g. the clean environment.	2.9	11.2	43.9	42.1	3.25	.76
5.	to learn to appreciate own family tradition & culture <u>and</u> of others e.g. clothing, food and customs.	9.7	14.4	35.3	40.6	3.06	.96
6.	to use words like greetings, please, thank you, sorry and excuse me.	7.2	11.9	45.0	36.0	3.09	.87
7.	a) to understand values & practices of their religion.	7.2	12.6	41.4	38.8	3.11	.88
	b) to appreciate, value & respect other religions' values & practices.	1.8	9.7	41.4	47.1	3.33	.72

Table 1 shows the scores of teachers' perceptions about students' personal and social development. It was revealed from the above findings that 87.8% teachers said that "for student readiness it is important for children to understand their likes and dislikes", and 92.4% teachers were agreed

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on “understanding their emotions and personal hygiene”. Furthermore, it was indicated that 90% teachers were agreed that “for student readiness it is important for children to share and work in collaboration with others”, 88.5% teachers perceived that for “student readiness it is important for children to appreciate and respect other feelings and views”. It was further indicated that 83.1% teachers said that “for student readiness it is important for children to show the sense of responsibility as taking care of their belongings and classroom materials”, 86% teachers perceived that “for student readiness it is important for children to show the sense of responsibility of their different settings , e.g. keeping the classroom, home and neighborhood clean”, on the other hand it was concluded that 75.9% teachers were of the views that “for student readiness it is important for children to learn and respect values and culture of their own family and other children, e.g. food and customs”, 81% teachers said that for student readiness “it is important for children to show common mannerism like greetings, please, thank you, sorry and excuse me”. Moreover 80.2% teachers said that for student readiness “it is important for children to understand their own religious values and practices” and 88.5% teachers perceived that “for student readiness it is important for children to appreciate, value and respect others religious values and practice”.

Sr. No.	Statements	SDA	DA	A	SA	M	SD
	For student readiness, it is important for children						
1.	a) to engage in conversation with others	4.3	12.2	39.2	44.2	3.23	.82
	b) to talking confidently about occasions and their likes & dislikes.	3.2	6.8	42.8	47.1	3.33	.74
2.	to explain items, events, and their ideas for the day.	5.0	18.0	42.1	34.9	3.06	.85
3.	to enjoy listening to stories and poems or rhymes.	8.3	17.3	45.0	29.0	2.95	.89
4.	to share their own stories and rhymes.	6.8	11.5	52.5	29.1	3.03	.82
5.	to involve in appropriate books and handling them carefully.	12.2	22.3	39.6	25.9	2.79	.96
6.	a) to understand how books are organized Reading English from left to right	5.0	20.1	43.5	31.3	3.01	.84
	b) to understand how books are organized Urdu Reading i.e., right to left	8.3	9.4	41.0	41.4	3.15	.90
7.	to recognize known words in texts.	10.4	17.6	38.8	33.1	2.94	.96
8.	to communicate meanings, use of pictures, symbols& familiar letters.	5.8	16.9	37.1	40.3	3.11	.88
9.	to be aware of symbols, letters, and words, as tracing, copying and coloring different shapes.	6.5	16.5	47.1	29.9	3.00	.85

Research Question

What are ECE teachers' perceptions about language and literacy development?

Table 2

Similarities and differences between ECE teachers' perceptions about language and literacy development Language and Literacy

Table 2 shows the scores of teachers' perceptions about students' personal and social development. It was revealed from the above findings that 83.4% teachers said that “for student readiness it is important for children to engage in conversation with others”, and 89.9% teachers were agreed on “talking confidently about events and personal interest”. Furthermore, it was indicated that 77% teachers were agreed that “for student readiness it is important for children to describe objects, events and their plans for the day”, 74% teachers perceived that “for student readiness it is important for children to enjoy listening to stories and poems or rhymes”. It was further indicated that 81.6% teachers said that “for student readiness it is important for children to take interest in making up their own stories and rhymes”, 65.5% teachers perceived that “for student readiness it is important for children to engage in age appropriate books and handling them carefully”, on the other hand it was concluded that 74.8% teachers were of the views that “for student readiness it is important for children to understand how books are organized Reading English from left to right”, 82.4% teachers said that “for student readiness it is important for children to understand how books are organized Reading Urdu from right to left”. Moreover 71.9% teachers said that “for student readiness it is important for children to recognize familiar words in simple texts” and 77.4% teachers perceived that “for student readiness it is important for children to use pictures, symbols and familiar letters and words to communicate meaning”. It was

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revealed that 77% teachers perceived that “for student readiness it is important for children to be aware of symbols, letters and words for different purposes of writing, such as tracing, copying and coloring different shapes and writing their names”.

Research Question

What are ECE teachers' perceptions about basic mathematical concept?

Table 3

Similarities and differences between ECE teachers' perceptions about basic mathematical concept Basic Mathematical Concepts

<i>Concept Basic Mathematical Concepts</i>							
Sr. No.	Statements	SDA	DA	A	SA	M	SD
	For student readiness, it is important for children						
1.	to create their own patterns by using 1 materials & images.	4.0	14.4	41.4	40.3	3.17	.82
2.	to understand different traits of objects, such as color, size, weight, and texture	12.6	15.8	37.1	34.5	2.93	1.00
3.	to separate and set objects	2.5	14.0	40.3	43.2	3.24	.78
4.	a) Counting- up to 100	9.4	15.8	37.4	37.4	3.02	.95
	b) to recognize & write 0-50	5.8	6.5	56.1	31.7	3.13	.77
	c) to do addition, subtraction and equal to.	6.5	7.6	46.0	39.9	3.19	.83
5.	to identify shapes.	6.1	8.6	48.2	37.1	3.16	.82
6.	to know measurement of length, <u>weight</u> and temperature (hot & cold).	2.9	2.9	58.6	35.6	3.26	.65

Table 3 shows the scores of teachers' perceptions about students' personal and social development. It was revealed from the above findings that 81.7% teachers said that “for student readiness it is important for children to make new arrangements by using tangible materials and images”, and 71.6% teachers were agreed on “to understand different attributes of objects, such as color, size & weight”. Furthermore, it was indicated that 83.5% teachers were agreed that “for student readiness it is important for children to sort and group objects by attributes”, 74.8% teachers perceived that “for student readiness it is important for children to count up to 100”. It was further indicated that 87.8% teachers said that “for student readiness it is important for children

to identify and write correct identify and write correct numerals to represent numbers from 0-50”, 85.9% teachers perceived that “for student readiness it is important for children to be able to calculate addition, subtraction and equal to”, on the other hand it was concluded that 85.3% teachers were of the views that “for student readiness it is important for children to recognize basic geometrical shapes”, 94.2% teachers said that “for student readiness it is important for children to describe and compare length, weight and temperature (hot & cold)”.

Research Question

What are ECE teachers' perceptions about the world around us/ general knowledge?

Table 4

Similarities and differences between ECE teachers' perceptions about the world around us/ general knowledge The World around Us

Sr. No.	Statements	SDA	DA	A	SA	M	SD
	For student readiness, it is important for children						
1.	to understand how families are essential by talking about their family members and their history.	7.2	5.8	60.1	27.0	3.06	.78
2.	to understand the people and places around them.	10.8	12.6	50.4	26.3	2.92	.90
3.	to identify plants and animals in the environment.	7.2	12.2	35.6	45.0	3.18	.91
4.	a) to observe and describe weather condition	5.8	7.6	33.5	53.2	3.34	.85
	b) to understand change of seasons and their effect on our lives.	9.7	14.4	33.1	42.8	3.08	.97
5.	to develop caring attitude towards the environment.	6.5	8.3	43.9	41.4	3.20	.84
6.	a) to recognize and identify the resources <u>e.g.</u> Water, wind, minerals etc.	6.5	6.1	43.9	43.5	3.24	.83
	b) to know and recognize Physical features of Earth (<u>e.g.</u> mountains, forest, sea etc.)	6.8	10.4	51.1	31.7	3.07	.83

Table 4 shows the scores of teachers' perceptions about students' personal and social development. It was revealed from the above findings that 87.1% teachers said that “for student readiness it is important for children to share stories about their families and relatives, in this way the preschoolers

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would be able to learn the importance of their families, and 76.7% teachers were agreed on “to understand the people and places around them”. Furthermore, it was indicated that 80.6% teachers were agreed that “for student readiness it is important for children to recognize plants and animals in their environment”, 86.7% teachers perceived that “for student readiness it is important for children to count up to 100”. It was further indicated that 75.9% teachers said that “for student readiness it is important for children to observe and describe weather condition”, 75.9% teachers perceived that “for student readiness it is important for children to understand change of seasons and their effect on our lives”, on the other hand it was concluded that 85.3% teachers were of the views that “for student readiness it is important for children to develop caring attitude towards the environment”, 87.4% teachers said that “for student readiness it is important for children to recognize and identify Natural resources (e.g. water, wind, minerals etc.)”. Moreover 82.8% teachers said that “for student readiness it is important for children to recognize and identify Physical features of Earth (e.g. mountains, forest, sea etc.)”.

Research Question

What are ECE teachers' perceptions about health, hygiene and safety?

Table 5

Similarities and differences between ECE teachers' perceptions about health, hygiene and safety

Sr. No.	Statements	SDA	DA	A	SA	M	SD
	For student readiness, it is important for children						
1.	a) to develop movements as jumping, skipping, running, stretching and bending.	9.4	11.5	49.6	29.5	2.99	.88
	b) to understand concept of physical control (e.g. walk on straight and curved line).	9.7	7.9	45.0	37.4	3.10	.91
	c) to understand the indoor and outdoor settings.	6.8	10.8	42.4	39.9	3.15	.87
2.	a) to focus on hand-eye coordination.	14.0	20.1	39.9	25.9	2.77	.98
	b) to develop skill of handling child friendly tools and materials.	11.5	14.7	44.2	29.5	2.91	.94
3.	to develop sense of hearing, smell, taste, touch and feel.	13.7	13.7	43.9	28.8	2.87	.97
4.	to understand the importance of health & hygiene e.g. cutting nails, keeping teeth and belongings clean.	15.8	12.2	44.6	27.3	2.83	1.00
5.	to understand personal safety and security. e.g. (good touch and bad touch).	17.3	18.0	31.7	33.1	2.80	1.09

Table 5 shows the scores of teachers' perceptions about students' personal and social development. It was revealed from the above findings that 79.1% teachers said that “for student readiness it is important for children to develop their gross motors e.g. jumping, skipping, running, stretching and bending etc.”, and 82.4% teachers were agreed on “to develop sense of balance, physical control (e.g. walk on straight and curved line)”. Furthermore, it was indicated that 82.3% teachers were agreed that “for student readiness it is important for children to develop the awareness of space indoor and outdoor environments”, 65.8% teachers perceived that “for student readiness it is important for children to develop hand-eye coordination (e.g. fasten clothes, string beads)”. It was further indicated that 73.7% teachers perceived that “for student readiness it is important for children to develop sensory motor skills e.g. (sense of hearing, smell, taste, touch and feel)”, on the other hand it was concluded that 71.9% teachers were of the views that “for student readiness it is important for children to understand the importance of safety and hygiene e.g. cutting nails, keeping teeth and belongings clean etc)”, 66.2% teachers said that “for student readiness it is important for children to understand own well-being, protection and safety to understand the good touch and bad touch of private body parts ”.

Research Question

What are ECE teachers' perceptions about creative arts?

Table 6

Similarities and differences between ECE teachers' perceptions about creative arts

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Sr. No.	Statements	SDA	DA	A	SA	M	SD
	For student readiness, it is important for children						
1.	to develop ability to express through drawing and coloring.	11.2	11.5	27.3	50.0	3.16	1.01
2.	to work with low cost and no cost materials to make new things.	9.0	5.8	39.0	46.0	3.22	.911
3.	to test and show the observations and imaginations with different materials e.g., clay, play dough, sand tray etc.	13.7	11.5	40.3	34.5	2.95	1.00
4.	to develop fine motor skills through collage work and printing.	14.0	14.4	46.0	25.5	2.83	.96
5.	to develop skills of folding, cutting, tearing paper.	16.5	11.5	46.0	25.9	2.81	1.00
6.	a) to listen and recognize sounds and rhythms.	16.9	14.7	38.1	30.2	2.81	1.04
	b) to differentiate among the sounds made by objects and instruments.	5.8	9.4	37.1	47.8	3.26	.85
7.	to take part in a play activity.	8.6	6.5	41.4	43.5	3.19	.89

Table 6 shows the scores of teachers' perceptions about students' creative art. It was revealed from the above findings that 77.3% teachers said that "for student readiness it is important for children to develop ability to express through drawing and coloring" and 85% teachers were agreed on "to work with a variety of low cost and waste materials to create crafts". Furthermore, it was indicated that 74.8% teachers were agreed that "for student readiness it is important for children to experiment with a variety of materials (by engaging with clay, play dough, plasticine etc.) to show their observations and imaginations", 71.5% teachers perceived that "for student readiness it is important for children to develop fine motor skills through collage work and printing". It was further indicated that 71.9% teachers said that "for student readiness it is important for children to develop different methods of folding, cutting, tearing, weaving paper to make objects and patterns", 68.3% teachers perceived that "for student readiness it is important for children to listen and identify sounds and rhythms in their surroundings", on the other hand it was concluded that 84.9% teachers were of the views that "for student readiness it is important for children

to play with different music instruments and objects to recognize the sounds", 84.9% teachers said that "for student readiness it is important for children to participate confidently in a variety of learning through play activities.

Research Question

What are the Early Childhood Education Teachers' Perceptions regarding Student readiness for grade I on the basis of demographic variables: (gender and qualification)?

Table 7

Gender wise Difference between Male and Female Teachers' Perceptions about Student readiness

Variable	Gender	N	M	SD	df	t-value	Sig
Student readiness	Male	13	163.5	12.3	264.41	-	.00
	Female	4	3	4	8	.577	4
		14	164.3	10.7			
		4	4	4			

Gender wise difference between male and female teachers' perceptions about student readiness was calculated by applying independent samples t-test. It was concluded from the above findings that there was significant difference between male and female teachers' perceptions about student readiness was found at $p \leq 0.05$ level of significance.

Table 8

Qualification wise Difference between Male and Female Teachers' Perceptions about Student readiness

Variables	Sum of Squares	df	Mean Square	F	Sig.
Student readiness	18.316	2	9.158	.068	.934
	36792.076	275	133.789		
	36810.392	277			

Qualification wise difference between male and female teachers'

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perceptions about student readiness was calculated by applying one-way ANOVA. It was concluded from the above findings that there was no significant difference was existed between teachers' perceptions about student readiness was at $p \leq 0.05$ level of significance in terms of their qualification.

Table 9

Professional Qualification wise Difference between Male and Female Teachers' Perceptions about Student readiness

Variables	Sum of Squares	df	Mean Square	F	Sig.
Student readiness	2.904	3	.968	.007	.999
	36807.489	274	134.334		
	36810.392	277			

Professional qualification wise difference between male and female teachers' perceptions about student readiness was calculated by applying one-way ANOVA. It was concluded from the above findings that there was no significant difference between teachers' perceptions about student readiness was found at $p \leq 0.05$ level of significance in terms of their professional qualification.

Table 10

Experience wise Difference between Male and Female Teachers' Perceptions about Student readiness

Variable	Sum of Squares	df	Mean Square	F	Sig.
Student readiness	2632.268	4	658.067	5.256	.000
	34178.124	273	125.195		
	36810.392	277			

Experience wise difference between male and female teachers' perceptions about student readiness was calculated by applying one-way ANOVA. It was concluded from the above findings that there was significant difference between teachers' perceptions about student readiness was found at $p \leq 0.05$

level of significance in terms of their experience.

Table 10(a)

Experience wise Difference between Male and Female Teachers' Perceptions about Student readiness

readiness				
(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.
0-5 year	6-10 year	2.33750	2.01713	.775
	11-15 years	5.21852	2.19598	.125
	16-20 years	-3.90377	2.20591	.393
	21 and above	-1.32439	2.35742	.980
6-10 year	0-5 year	-2.33750	2.01713	.775
	11-15 years	2.88102	1.97062	.588
	16-20 years	-6.24127*	1.98169	.016
	21 and above	-3.66189	2.14906	.433
11-15 years	0-5 year	-5.21852	2.19598	.125
	6-10 year	-2.88102	1.97062	.588
	16-20 years	-9.12229*	2.16346	.000
	21 and above	-6.54291*	2.31775	.041
16-20 years	0-5 year	3.90377	2.20591	.393
	6-10 year	6.24127*	1.98169	.016
	11-15 years	9.12229*	2.16346	.000
	21 and above	2.57938	2.32716	.802
21 and above	0-5 year	1.32439	2.35742	.980
	6-10 year	3.66189	2.14906	.433
	11-15 years	6.54291*	2.31775	.041
	16-20 years	-2.57938	2.32716	.802

Experience wise difference between male and female teachers' perceptions about student readiness was calculated by applying post hoc (Tukey). It was concluded from the above findings that there was significant difference between teachers' perceptions about student readiness was found at $p \leq 0.05$ level of significance in terms of their experience.

Discussion

Teachers in ECE and grade I shared a same perspective on all the abilities listed in the 2017 NC for Early Childhood Education for preschool children to attain competencies of Personal and Social Development before going to the next level of education. Most instructors agreed that two abilities were critical for student success: problem solving and communication. The important ability is "children show a sense of responsibility for their belongings," and this finding is

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comparable to the outcomes of Abu Taleb's (2013) research, which found that instructors thought students' personal belongings were crucial to their readiness. As a result, young students should be taught to take care of their books, stationery, and other belongings by their instructors in order to grow up to be responsible adults. Language and literacy were shown to be critical for student readiness in both ECE and grade I, according to the results. The instructors for Language and Literacy Development highly evaluated the competency 'children like and listen tales and poetry or rhymes' since young children love listening to stories and rhymes. As a bonus, these exercises aid in the acquisition of vocabulary throughout the early years and have a positive impact on the reading skills of young children (Copple & Bredekamp, 2009). For example, in 2009, Copple and Bredekamp Researchers discovered that, on average, both ECE and grade one teachers considered the Mathematical Concepts as being critical to students' readiness before they entered their classes. The vast majority of educators believed that students' readiness depended on their ability to "identify basic geometrical forms" and "comprehend different properties of objects such as color, size, weight, etc.". Interestingly, these findings are comparable to those of [Fayez, Ahmad, and Oliemat \(2016\)](#), who found that Jordanian teachers also believed that students should have a basic understanding of colours, forms, and letters, as well as reasoning skills. ECE and grade one teachers shared similar views on the importance of all abilities in the world around us, according to the results. Both ECE and class one instructors highly valued the children ability of recognizing plants and animals in their surroundings. According to [Cappelloni \(2011\)](#)'s findings, instructors believe that in order for children to recognize the physical world in which they

live, they must be knowledgeable about people, plants, animals, places, the environment, and natural resources. There was a fair amount of agreement on all the abilities under Health, Hygiene, and Safety among ECE and grade I teachers. Health, Hygiene, and Safety was cited by an overwhelming majority of teachers as the most important factor in student readiness. As far as gross motor mobility goes, the top competency was "children increase their gross motor mobility." Teachers who took part in the study agreed that these skills desired to be learned early because they would allow children to discover the environment around them and use their motor skills for body movements (US Department Health and Human Services, 2015) ([Health and Human Services Department of the United States, 2015](#)). According to the study, both early childhood educators (ECE) and first-grade teachers (grade I) saw Creative Arts as very important for the readiness of their students. Teachers significantly evaluated the competency of developing fine motor skills of children through doing collage work and printing, etc.,' This reflects that the early development of fine motor skills through various activities such as cutting, painting, holding, and so on is extremely important for student readiness for fine motor development. Turkish primary classroom instructors concentrate on activities such as holding a pencil to develop the finger muscle which is called fine motor skills, and a crucial element of student preparation, as shown in study by [Kotaman's \(2014\)](#).

Conclusion

According to the findings of this study, ECE teachers' perceptions of student readiness were consistent. Teachers had the understanding about prime focus of ECE in order to prepare young learners for

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elementary school. It is possible for young learners to make progression in these key areas such as physical health, social-emotional development, language and communication, cognitive and mathematical skills development, understanding of world events, as well as arts and culture as mentioned in the National Curriculum of ECE. It is scientific evidence suggests that providing young people with opportunities for learning now may help them be more successful in the future.

Recommendations

Following recommendations are being made for future studies.

1. Student readiness is a very crucial aspect of a child's development; it is recommended that a comprehensive research study be piloted in this area, which includes observations, focus group discussions, interviews, and other methods, in order to gain a thorough understanding of student readiness levels, its opportunities, and perceived challenges in public schools in Pakistan.
2. Moreover, parents, school heads and principals may be involved for future research on student readiness. Their perceptions would be helpful as they are the main providers in the brought up of children.
3. It is also greatly endorsed that school administration including government authorities and principals organize training sessions for early childhood educators (ECE) and primary teachers in which they get trainings about the document of national curriculum for ECE. Therefore, the teachers would be able to plan their lesson in order to

encourage children's holistic development at ECE level and a smoother transition to the next grade.

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