

PARENTAL PERCEPTION AND SELF- EFFICACY ON SCHOOL READINESS OF THEIR PRESCHOOL CHILDREN IN A SELECTED KINDERGARTEN

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ABSTRACT

Children attend school to learn and to grow intellectually and socially. In the life of a child therefore, education is a key element. The present study investigated the perception and self-efficacy of parents towards school readiness of their preschool children among 100 parents in a selected Kindergarten, Ernakulum. The objectives of the study were to assess the parental perception and self-efficacy towards school readiness of their preschool children, and to find the correlation between parental perception and self-efficacy towards school readiness. It also aimed to find out the association between parental perception, parental self-efficacy and demographic variable. A descriptive cross-sectional school-based survey design was employed. The samples were selected using simple random technique. The tools were Developmental Instrument for School Readiness and Parental Self Efficacy Scale. The findings showed that, 63% of the parents perceive that their children are ready and 27% were very ready to school. With regard to parental self-efficacy 93% parents had high and 7% had medium self-efficacy towards school readiness of their preschool children. The present study adds that, there was significant correlation between parental perception and parental self-efficacy towards school readiness of their preschool children ($p = 0.02$). The result also revealed that, there was an association between parental perception and occupation of mother ($p = 0.008$), parental self-efficacy and number of children in the family ($p = 0.002$).

KEYWORDS: Parental self-efficacy; school readiness; parental perception; preschool children.

INTRODUCTION

Children are not innately ready, or not ready for school. The skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school.^[1] Entering school starting age is exhilarating not only for children but also for their parents. Parents have positive expectations when their children enter school starting age and believe that school will contribute to better change in their future. Therefore, they formulate long term plans, from the type of school to the financial preparedness, long before to ensure that children get the best education. However, regardless of such matters, the fundamental thing needed by children when entering school is school readiness.^[2]

A cross sectional survey on parental attitudes, behaviors, and barriers to school readiness among parents of low-income Latino children (three to six years) by Jaime Peterson et al, between 2013 and 2014 among 210 sample showed that most parents (95.5%) find it very

important for their child to know specific skills prior to school. Over 80% of parents find education important and engage in positive school readiness behaviors like singing, practicing letters or reading. Major barriers to school readiness were lack of knowledge for kindergarten readiness, language barriers, access to books at home and limited free time with the child.^[1]

A descriptive survey on determinants of parents' perception on school readiness among pre-primary school pupils in Keniya was conducted by Kerubo M N, Begi, W Rachel (2017). The data was collected from 102 parents with children aged five to six years in pre primary school in Kasarani Division, using questionnaire and interviews. The result showed that, 85 (83.3%) parents had high perception regarding children's school readiness, while 17 (16.7%) parents had low perception on children's school readiness. The results also imply that parents' perception on children's school readiness was determined by their level of education, meaning that parents who were more educated tend to have a high

level of perception regarding their children's school readiness ($p=0.000<0.05$ with the calculated $F= 48.951$ at 4 degrees of freedom).^[03]

MATERIALS AND METHODS

Research approach: Quantitative research approach

Research design: Descriptive cross-sectional survey design.

Setting: Selected Kindergarten in Ernakulam District of Kerala

Population

Target population: All mothers of preschool children between three to six years in Mary Matha Kindergarten, Ernakulam.

Accessible population: All mothers of preschool children between three to six years in Mary Matha Kindergarten, Ernakulam who is present during data collection period.

Sample and sample size

100 mothers of preschool children.

Calculation

$$n = \frac{4pq}{d^2}$$

$p =$ prevalence, 85 %

$q = 100 - 85 = 15$

If d of 5 %

$$n = 4 \times 0.85 \times 0.15 / 0.005 = 102$$

So, the sample size is fixed at 100

Sampling Technique: simple random sampling technique

Sample selection criteria

Inclusion criteria

The sample includes mothers of preschool children

- Between three to six years and attending kindergarten.
- who were willing to participate

Exclusion criteria

The sample excludes mothers

- Who were not willing to participate.
- who don't understand Malayalam/English

Tools/ Instruments

• Tool 1: Section A: Socio demographic data (Questionnaire)

Section B: Developmental Instrument for school readiness (Questionnaire)

- Tool 2: Parental self-efficacy scale (Questionnaire)

Content validity

In order to establish content validity, the tool along with synopsis was sent to seven experts from the field of Paediatric medicine, clinical psychology, teaching and nursing. Modifications were done as per suggestions given by the experts.

Reliability of the tool

Reliability coefficient of the tool one and two was tested by using Cronbach's alpha method and it was 0.91 and 0.92 for Developmental Instrument for school readiness and Parental self-efficacy scale respectively.

RESULTS

Parental perception on school readiness of their preschool children

Among 100 sample, 63% of the parents perceive that their children were ready to school and 37% were very ready (figure 01). The domains of school readiness are given in figure no:02

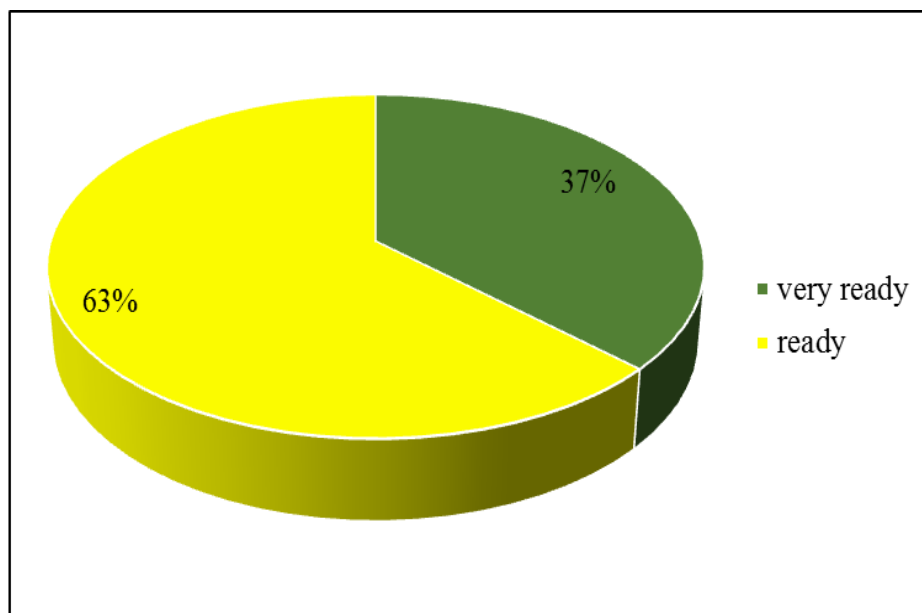


Figure 01: Parental perception on school readiness n = 100.

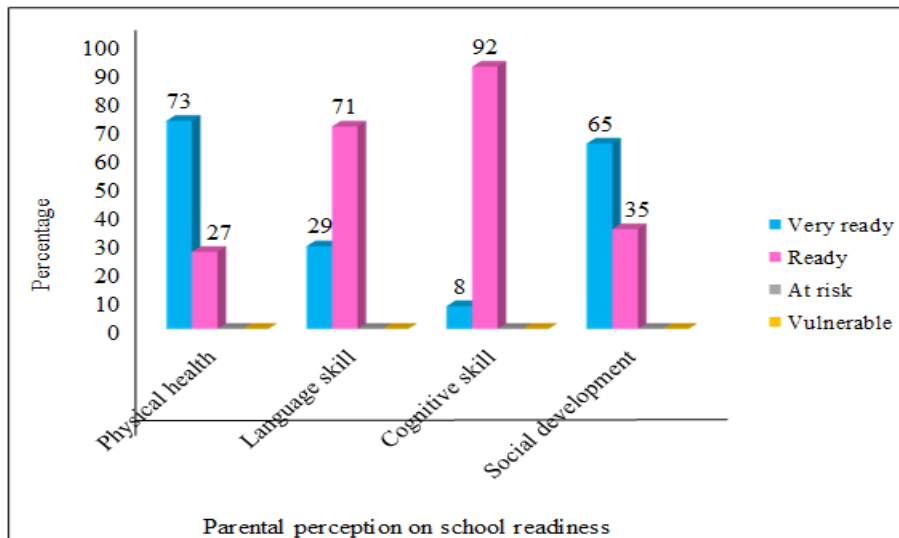


Figure 02: Distribution of sample based on five domains of parental perception on school readiness: n = 100.

Correlation of parental perception and parental self-efficacy on school readiness

There is significant correlation between parental

perception and self-efficacy on school readiness of their preschool children and it is depicted in table 01.

Table 01:

n = 100.

Variable	Pearson Correlation (r)	p value
Correlation between the parental perceptions and parental self-efficacy towards school readiness of their preschool children.	0.283	0.004*

* significant at 0.05 level.

In the study, there was an association between parental perception and occupation of mother ($\chi^2 = 7.042, p = 0.008$) which was statistically significant at 0.05 level.

The major findings indicated that, there was an association between parental self-efficacy towards school readiness and number of children in the family, ($\chi^2 = 14.783, p = 0.002$) was significant at 0.05 level.

DISCUSSION

The frequency distribution of parental perception on school readiness of their preschool children showed that, 63% of them perceived that their children were ready to school and 37% was very ready. While considering the different aspects of school readiness, regarding physical health, 73% were very ready and 27% was ready. While considering their language skill, 71% were ready and 29% were very ready. With regard to the cognitive skills of children, 92% were ready and 8% was ready to school. Data regarding the social development revealed that 65% were very ready and 35% were ready. The total sample is on track towards school readiness.

The finding of the study is supported by another cross-sectional survey conducted by Peterson J (2014) on parental attitudes, behaviours and barriers to school readiness among 210 parents. Among the 210 sample, majority (95%) responded that, it is important to know specific skills prior to school. A majority (80%) found

education important and engage in positive school readiness activities. About 98.5% found social skill as important, 96% found cognitive skill as important for school readiness.^[1]

The frequency distribution of parental self-efficacy towards school readiness revealed that, 93% of the parents had high self-efficacy and 7% had medium self-efficacy towards school readiness of their preschool children. The results of the study were supported by a study conducted by Dr Adeyemi B A (2018), on influence of parental involvement, support and family education on pupil’s adjustment in lower primary school in Osun among 300 parents. The study result revealed that, 36.6% of the parents indicated that there was high level of parental involvement in school adjustment.^[04]

In the present study, there was significant correlation between parental perception and self-efficacy towards school readiness of their preschool children (Pearson correlation was 0.283 and p value 0.004) were statistically significant at 0.05 level. The obtained result is consistent with a study conducted by Swick C D (2007), on the effect of parental involvement on children’s school readiness among 179 parents in America. The result showed that the quality of parental involvement indicators was significantly correlated with school readiness of children at 0.01 level of significance.

In the present study, there was an association between parental perception and occupation of mother (χ^2 value-7.042 and p value 0.008) were statistically significant at 0.05 level. In contrast to the present study findings, another study conducted by Marti M (2017) on parent involvement in getting ready for school among 133 parents in New York revealed that, time spent at home with the child is significantly associated with school readiness of the child.^[05]

In the present study there was an association between parental self-efficacy towards school readiness and number of children in the family, ($\chi^2 = 14.783$, $p = 0.002$) significant at 0.05 level. On the contrary, a longitudinal study conducted by Theodille V (2013), on the effect of parental self-efficacy on school readiness among 7,748 samples at Alabama. The study revealed that parents age, employment status, educational status of the mother and birth order of the child are significantly associated with parental self-efficacy at 0.05 level.^[06]

Limitations

- Generalization of findings was not possible because the study was conducted in a single setting.
- School readiness was assessed only based on mother's perception. Both the parents were not included in the study.

Recommendations

On the basis of the present study the following recommendations have been made for future study.

- A similar study can be conducted in a large sample which may help to draw more definitive conclusions.
- A study can be conducted by observing the readiness behaviour of preschool children.
- A comparative study can be conducted on perception of school readiness among the parents and teachers of preschool children.
- A comparative study can be conducted among the urban and rural population regarding the parental involvement towards school readiness of their preschool children.
- An experimental study could be undertaken with a control group to identify the effect of school readiness intervention.
- A study can be conducted among teachers of preschool children regarding school readiness of their students.

CONCLUSION

The following were the conclusion of the study, 63% of the parents perceived that their children were ready to school and 27% were very ready to school. Regarding self-efficacy of parents towards school readiness, 93% parents had high and 7% had medium self-efficacy. The finding showed that there was an association between parental perception on school readiness and occupation of mother. It also showed an association between

parental self-efficacy towards school readiness and number of children in the family.

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