

EXPLORING PRESCHOOL PRINCIPALS' PERCEPTIONS AND CHALLENGES IN TRANSITIONING CHILDREN INTO PRESCHOOL

Yih Wern See^{a*}, Ishak Zahari^b, Mohd Nazri Abdul Rahman^a

^a*Department of Educational Psychology and Counselling, University of Malaya*

^b*Department of Psychology, UCSI University*

**Corresponding Author's Email: yihwern@gmail.com*

ABSTRACT

Transition into preschool is a significant milestone in young children's lives. Previous research on transition consisted primarily of parents' and teachers' perspectives which explored and explicated their expectations and concerns during the transition period. This research focused exclusively on preschool principals' perspectives on the importance of transition and challenges faced during this period. This study adopted a qualitative approach by interviewing three private preschool principals. Findings included detailed descriptions which demonstrated the preschool principals' perspectives on the importance of transition categorized into four themes which were laying the foundation for learning, managing young children's behaviors, and understanding routines in preschool. Challenges faced by preschool principals in this study were incompetence of young children, meeting parent' expectations, separation anxiety, and unqualified preschool teachers. It is hoped that the illustration of the findings contributes to a more holistic knowledge in transition into preschool by aiming to provide a practical solution for preschool principals to overcome these challenges in the future.

Keywords: Preschool principals, transition into preschool, young children

INTRODUCTION

Transition into preschool is a young child's first experience into the education system. The majority (77%) of Malaysia's preschool-aged children attend either a public or private preschool program as stated in the country's Education Blueprint 2013-2025. The subject of how to effectively assist young children during this time of change is currently of paramount relevance. Previous research based on large-scale quantitative studies (e.g., Petriwskyj et al., 2005; Silver et al., 2005; Robinson & Diamond, 2014; Foti, 2020; Coba-Rodriguez & Jarrett, 2022; Viskovic & Višnjić-Jevtić, 2020) have primarily focused on policy issues rather than examining actual helpful transition practices and activities. There is a severe lack of resources for preschool principals on how to best facilitate this transition period.

Considering the long-term benefits of young children, the Malaysian Ministry of Education has mandated that all preschool teachers will need to have at least a Diploma in Early Childhood Education by 2020 (Economic Planning Unit, 2010). Therefore, the early childhood education sector has yet to establish a solid foundation of qualified personnel. There is an urgent need to improve the standard of early childhood education in Malaysia by investing in the professional growth of preschool principals as a means of benefiting both teachers and young children. Without proper preparation, their ability to ease the transition experience for young children was uncertain. Consequently, there was a crucial need for instructional assistance to direct preschool teachers in the implementation of suitable transition activities and

practices in their individual settings as well as to assist preschool principals in alleviating some of their burdens.

As leaders of education, preschool principals have the authority to facilitate organizational reforms and to decide what activities need to be prioritized. Even though they have an important role when it comes to setting directions (Adams & Md Yusoff, 2019; Awang et al., 2019), there is a considerable knowledge gap in terms of their views, commitment and functions, especially in relation to early childhood education for the betterment of young children (Håkansson, 2019; Lunneblad & Garvis, 2019). This article provides some insight into the understanding of the challenges encountered by preschool principals and explores their opinion on the significance of the transition. Thus, the research questions to be answered in this paper are, 1) What are the preschool principals' perceptions on the importance in transition into preschool? And 2) What are the challenges faced by the preschool principals during the transition process? It would be of great interest to explore how preschool principals lead the change to assist young children during the transition period and to draw the attention of preschool principals at the beginning of a new academic year.

RESEARCH CONTEXT

In 1992, the Malaysia Ministry of Education implemented an additional preschool programme as a pilot project based on discussions and decisions made during the cabinet meeting in 1991 with the mission to create 1131 preschool classes. Since then, a boom in preschools was seen in line with existing policies, national education key results and proposals from the 10th Malaysia Plan. Preschools were positioned as the preparatory stage for primary education. In 2021, it was revealed that there was an increase of 3000 young children who enrolled into private early childhood education in Malaysia compared to previous year (Department of Statistics Malaysia, 2023).

There is very little research done in the Malaysian context focusing on transition into preschool. Md Nor et al. (2008) had conducted research with the objective of identifying the factors influencing the transition from the parents' and teachers' perspectives. The findings indicated that understanding young children's school readiness (e.g., listening and following directions, maintaining self-control) was critical and the preparation in preschool should address holistic growth and development in young children. Besides, Mohd Majzub and Abdul Rashid (2012) have also carried out research in Malaysia which focused on the school readiness children needed to acquire before entering school. Results showed that the involvement of parents in their children's growing up process brought positive impact particularly in the cognitive and socioemotional skills during the transition period. These findings suggest that a comprehensive early intervention from parent involvement could be beneficial in improving school readiness for their children and a smooth transition is important to predict their learning performance in the near future.

LITERATURE REVIEW

Bronfenbrenner's Ecological Theory

The study's foundation was Bronfenbrenner's (1979) Ecological Theory based on scientific research into the ways in which people's local environments—like their homes and schools—respond to change in more systemic, societal contexts. Even though Bronfenbrenner's approach to human development has been criticized as

being anthropocentric (Elliott & Davis, 2020) and individualistic (Downes, 2014), nevertheless, his theory continues to be a useful tool for early childhood educators (Merçon-Vargas et al., 2020; Atilas et al., 2021; Tudge et al., 2021, Bratanoto et al. 2022). Merçon-Vargas et al. (2020) revealed the impact of this theory in underlying everyday activities and interactions that occur during early childhood period. Atilas et al. (2021) studied how the different systems of Bronfenbrenner's theory brought impact in young children's life during COVID-19 pandemic. Bratanoto et al. (2022) also studied how distance learning affects children's school readiness during the pandemic and to understand the role of the children's environment in promoting school readiness by using this theory.

Bronfenbrenner's theory is also widely used to explore experiences in early childhood generally and in preschool transition (e.g., Bohan-Baker & Little, 2002; Fabian & Dunlop, 2002; 2005; Rimm-Kaufman & Pianta, 2000; Tudge et al., 2021; Petriwskyj & Grieshaber, 2011). Rimm-Kaufman and Pianta (2000) conceptualised the ecology of transitions to school with a particular focus on the development of relationships over time, underscoring the importance of context to understand children's transition experiences. In addition, longitudinal research (Cahoon et al., 2021; Welchons & McIntyre, 2017; Goble et al., 2017) contributed to the understanding of how changes in the contexts of young children's lives impacts their school engagement and academic achievement. According to ecological theorists, focusing on environment alone isn't enough to fully grasp how young children grow and develop. Participation in the setting's activities, dyads, relationships, and roles, all of which contribute to growth, are all beneficial. Young children's microsystems in this study include their home and preschool environment. Together, they form a mesosystem that shapes the youngster's transition. Connections between teachers and parents have been shown to ease children's transitions (LoCasale-Crouch et al., 2008). The leadership of preschool principals is crucial in connecting these two sub-systems and navigating the environment. This accomplished the study's goal of shedding light on the challenges preschool principals face in their leadership roles at the start of the year.

Transition from Home to Preschool

Young children's transition experience may be stressful for them because of the many changes they must undertake. Parents play a major role in the transition (Curby et al., 2018). Therefore, collaboration support between preschool and family is the key point of effective transitions (Dockett & Perry, 2004). However, support from preschool and family might be perceived differently during transition (Fontil & Petrakos, 2015; Sanagavarapu et al., 2016). In the findings from teachers' perspective, it is often mentioned that the cooperation of the families is quite limited (Bell-Booth et al., 2014; Yıldırım Hacıbrahimoğlu & Kargin, 2017). From parents' perspective, "schoolwork was carried out only at the school" (Rogers, 2018).

Commodari (2013) argued that preschool programs should prioritise pre-existing social, cognitive, and behavioural abilities to better prepare the children for school. Their development is particularly sensitive to the circumstances of their first few years of life. When young children have the feel of community, pride, and competence during transition, this helps their personal growth and development (Cook & Coley, 2017). If they join school with heightened stress and a strong sense of disharmony within them, this affects their ability to study and develop. It is emphasized that the child needs support in social competence skills (Carmody et al., 2015; Silva et al., 2019),

as well as adaptation problems and anxiety due to separation from the parents (Yıldırım Hacıbrahimoğlu & Kargın, 2017).

The top priority for UNESCO to achieve the education targets of the 2030 agenda in providing quality education, is that a group of well-trained, supported, and valued teachers are essential for all (UNESCO, 2021). This is also stated in Malaysian Education Blueprint 2013-2025 that in achieving access, quality, equity, solidarity, and efficiency, all children are given fair opportunity to receive quality education. In preparing young children for later academic achievement, implementing well defined preschool programs with qualified teachers is crucial (Lasser & Fite, 2011; Purtell et al., 2020). The onus of ensuring that lessons are appropriate is on the shoulders of the preschool principals. Having a plan for what and how young children should learn is the purpose of a preschool curriculum. However, no substantial research has been conducted on the topic of transition for preschool principals to use as a guide to help young children (Lazaridou, 2021). When it comes to dealing with young children and deciding what transition activities or practises should be implemented, no transitional paperwork is found in the context of Malaysia. Transition strategies (e.g., preschool teachers engaging with parents, children visiting preschool classrooms, home visit at the beginning of the year, parent orientations) have been studied by researchers looking at how schools handle new students (Yelverton, 2018; Purtell et al., 2020). In many Malaysia's preschools, none of this is recorded.

The literature highlights the importance of preparation and planning, effective communication, development of positive relationships and responding to individual needs for a successful transition (Hopps, 2014; Seabra-Santos et al., 2022; Packer et al., 2021; Purtell et al., 2020). To strengthen these elements, it is necessary for preschool principals to understand young children's transition experiences and to be aware of preschool teachers' productive roles to ensure a smooth transition. Identifying preschool principals' challenges is one effective way to encounter the issue. The existing literature on school transition shows that most studies have been conducted with a linear view from parents (Sanagavarapu, 2018; Rogers, 2018; Sanagavarapu et al., 2016) and preschool teachers (Jónsdóttir et al., 2023; Petriwskyj, 2013) and that the studies concentrating on preschool principals are quite limited. To overcome this limitation, it is necessary for this research to take place.

METHODOLOGY

The following sections included 1) research design, 2) participants, 3) procedures and sources of data, 4) analysis of data.

Research Design

Qualitative research methods are generally used to explore complex social phenomena, such as attitudes, beliefs, behaviours, and experiences (Ritchie, 2003), where the research aims to generate deep, rich, and descriptive data that capture the context and meaning of the phenomenon under investigation (Merriam, 1998). This research was designed as qualitative within this context and was patterned as a case study. According to Bromley (1990), case study is a "systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest" (p. 302). In this study, the challenges experienced by the three preschool principals were explored. They were interviewed on one-to-one basis. Additionally, the study's overarching goal was to improve our knowledge of methods used

throughout the era of transition with the thick descriptive data obtained during interview sessions with the three participants.

Participants

The participants were chosen through purposive sampling based on their experiences in running preschools for at least ten years. Three private preschool principals from Seremban (Principal A), Kepong (Principal B), and Klang (Principal C) participated in this study. These three zones were chosen because they represent distinctly diverse urban regions in terms of population density and total inhabitants. Greater Kuala Lumpur (GKL) encompasses a larger geographic region than just Kuala Lumpur itself, making it the eleventh National Key Economic Area (NKEA). GKL's expansion includes these three zones, which are crucial to Malaysia's economic development. This allowed the study's results to function as a fitting example and guide.

Procedures and Sources of Data

Based on the research questions, an interview guide was developed. Prior to data collection, validity of the interview methodology was checked by two academic experts. Each expert was a senior lecturer or lecturer at a private university or college in Malaysia, specialising in early childhood education. The interview questions are divided into two sections (consists of three questions each): questions of the first section are in relation with defining the opinions on the importance of transition into preschool. In the second section, questions cover the challenges and difficulties faced by preschool principals during transition.

- 1) What do you understand about transition? Can you share your view on this?
- 2) Can I learn your thought about transition from home to preschool?
- 3) Do you think transition is important?
- 4) Do you face any difficulties when young children at the age of four first attended your pre-school?
- 5) Tell me about your experience when handling those children.
- 6) What kind of barriers do you see in carrying out transition activities?

These are the main questions of the interview. However, during the interview, various questions were also asked depending on the interviewer. For example, interview was detailed with questions such as "Could you explain more?", "What do you mean by transition activities? Can you explain it?", "Is this your personal view or expectation?"

Consent forms and a set of interview questions were delivered electronically in advance before the interview. Conversations were recorded using a Philips VTR5100 voice recorder with the participants' consent. Each interview question was designed to be answered in a variety of ways and could have been prepared in advance. During these meetings, we were able to collect detailed descriptive data on preschool principals, which was essential in addressing our study objectives.

Analysis of Data

The process of data analysis is done using Braun and Clarke (2006) thematic analysis. Data saturation was achieved through the richness, depth, and complexity of data from the three interviewees (Braun & Clarke, 2021). The audio-recordings of the three principals' interviews were listened to several times before they were transcribed into written format. The written transcriptions were read and re-read (Miles et al., 2020)

to be familiarised with the data, and then initial codes were generated and determined according to the details by identifying key words or phrases of the coding system by Westerman et al. (2017) for each interviewer. The transcripts and codes were also sent to all researchers before finalisation. We analysed the coding data and categorized into themes that correspond with the findings of the research study. The codes, which were mostly used to address the importance of transition and challenges faced by the preschool principals, were identified to represent the theme as the most important areas of this research based on literature review. Following the identification of themes in the codes and in our observation diary during the interview session, member checking was done to further ensure trustworthiness and credibility (Miles et al., 2020).

FINDINGS

There are two sections that addressed the study's research questions.

Research Question 1: What are the preschool principals' perceptions on the importance in transition into preschool?

Analysis of data from interviewing the three participants involved in this study indicated that the importance in transition into preschool was evident in the three emerging themes: (a) laying the foundation for learning; (b) managing behaviours; and (c) understanding routines in preschool.

Laying the Foundation for Learning

The most significant conclusion gathered from the interviews was the transition time was crucial in laying the foundation for learning by resolving transition-related activities and practices as part of the curriculum to help young children build up their skills for future learning. Below is the statement from the participants,

Principal A said that transition activities and practices "may help to create connection with young children and enhance social understanding between teacher and young children and this helps them to understand better during lesson. Before we even get into formal learning like writing and reading, we want to make sure children can follow rules, engage in activities, learn the routine. All these things serve as a solid groundwork for their future learning."

Principal B mentioned that "when young children can settle down and follow the activities, it helps them to learn when teachers are implementing planned lesson when class starts."

Principal C revealed that "activities like song singing, introducing friends, storytelling done during transition period, acted as a mediator by laying the foundation for future learning and elevating young children's concentration, focus and sitting down skills."

Managing Behaviours

Good behaviours play an important part in a functioning classroom. To help children feel at ease in a new environment, Principal B's preschool "will get the children familiar with the environment.... for example, teachers accompany the children to the restroom." When asked about classroom behaviour, Principal B said, "The children need to know how to sit quietly, how to listen, and how to follow commands. They must get used to the routine."

To play, converse, or participate in the scheduled activities, certain children may need guidance from their teachers, as disclosed by Principal C. To help children take the next logical step when they are ready, provide a helping hand to them is essential. It is logical to also assume that if preschool teachers are deeply invested in positive transition experiences their efforts will reap benefits for the children to acclimate quickly into their classrooms.

According to Principal A, "Preschool teachers know their children best. They were the best option for helping the children feel comfortable in new environment". She gave an example of an unsettled behaviour "I have seen some children, just throw tantrum after we didn't get what they wanted to tell us. And sometimes, it's very difficult for us to calm them until we can guess what they meant. Lessons were not possible to carry out if teachers could not manage young children's behaviour."

Understanding Routines in Preschool

According to the three principals, when young children first attended preschool, they are first faced with the demands of a schedule or set of routines to follow. The routines were always non-negotiable. The ability to follow routines was yet to be established in young children. The statements from the three preschool principals are shown below,

Principal B mentioned that "The students need to know how to sit quietly, they need to know how to listen, they need to know how to follow directions. They need to know how to queue. They need to learn the routine."

Principal A stated that "If they can follow rules and routine, they can participate in activities, they can learn the routine in school before going into formal learning like writing and reading..... These are all firm foundation to be able for them to learn more."

Principal C discussed how establishing and following a routine was a key strategy she and her teachers emphasized a lot in the beginning of the class. "Well, we do have a routine, and we stick with that routine throughout the year. They must know what the routine is, where to line up, where to keep their belongings. All these routine activities will help the children to settle down easily. They will feel more secured."

Research Question 2: What are the challenges faced by the preschool principals during the transition process?

Clearly, the transition to preschool presented several opportunities, some of which were difficult while others were thrilling for both young children and teachers. However, the preschool principals encountered challenges throughout the transition. Themes generated for this research questions consist of a) incompetence of young children, b) meeting parents' expectations, c) separation anxiety, and d) unqualified preschool teachers.

Incompetence of Young Children

Developing the ability to express feelings, wants and needs seemed to be difficult for young children to accomplish at the beginning of preschool.

Principal A said, "They have a hard time expressing the way they feel, and I think it makes it hard for us to comprehend what they meant. One kid mumbled something

about three ounces, and we had no idea what he meant. After that, his mom claimed, he said "3 oz" whenever he was hungry."

Principal B said, "Sometimes, certain kids, we simply need to help them with language when they're trying to communicate to us. For them to comprehend our questions, we must frequently provide the solution."

Principal C spoke up "I've seen children get really upset when we didn't understand them. And unless we can properly guess what they're trying to tell us, it can be really challenging."

Young children will naturally argue with one another. A statement from Principal A stated "Families today are having fewer children. The children are treated like king and queen at home. They have no concept of sharing, and they want immediate respond."

Principal B mentioned "One of our largest issues is how to manage their disagreements during play. Whenever they want to play with certain toys, they just take away the toys of others or throw tantrum if they are denied what they want. Some kids just don't stop yelling until they receive the thing they want."

Principal C faced the same situation as Principal B "Teachers need to be extremely cautious and vigilant. We can't just leave the children unattended. When some new kids join us, they can be very hostile to everyone else. Taking toys from other kids and throwing them around in anger because they aren't allowed to play with the toys they want or because they aren't able to construct the things they want."

In addition to the children described, three principals also agreed that some children were good in nature. According to Principal A "If the children stop weeping, they start to enjoy."

Principal C made the comment, "Even though children at this age take time to adapt, most of them could adapt to the environment within a month."

Principal B revealed "Most children can adjust quickly to the environment, comprehend the routine and norms in less than a month, but some might need longer period to become acclimated to the new environment."

Meeting Parents' Expectations

All three principals said that dealing with parents was difficult, in addition to dealing with children, throughout the transition period. The three preschool principals said that parents' expectations for their children were unrealistic. Young children are already under a lot of pressure, and parents' excessive expectations only make things worse. Principal A said, "Parents want their child to voluntarily separate from them and trust the unknown adult on the first day of school."

Principal B said some parents started to see how much they and their children were going through a period of socio-emotional adjustment. Children felt stress as they went from the familiar confines of home to a preschool with a greater number of adults and young children. She further elaborated that parents' worries were often heightened by their children's cries when they prepare to leave.

On the other hand, Principal C mentioned that "Parents did not always understand their responsibilities when it comes to supporting their children's transition. We

expect parents to develop positive habits such as ensuring their children got enough sleep, but when their children cry due to lack of sleep, they question us back. As if we are not capable to handle their children.”

Separation Anxiety

Some young children could experience signs of depression, anxiety, or social withdrawal during transition. All three principals described this as typical preschoolers behaviour. They'll weep if their parents can't accompany them. Principal A further stated, "Young children were terribly distraught about parents' leaving. Having a temper tantrum, screaming, and bawling are all fair game." Principal B said in extreme cases, children may throw up or cry out for their parents.

However, Principal C said, "It's normal for kids to cry. There will be tears shed as their parents left them. Some children have a hard time separating from their parents because they don't feel comfortable being away from their parents. They have a hard time adjusting to being apart from one another”.

It was the shared opinion of Principals A and B that addressing the student's emotional response to separation was a priority, ahead of any academic or social problems.

Unqualified Preschool Teachers

As of 2020, the Malaysian government mandates that all preschool teachers have a Diploma in Early Childhood Education, however, this mandate has been moved forward to 2025. Preschool teaching experience yields a major significance in catering children's need. According to the results of this study, all three preschool principals had a hard time filling teaching positions with adequately qualified individuals. Fresh graduate teachers with qualification resigned because they couldn't stand dealing with children. Accordingly, repeated annual training sessions were done by preschool principals to adjust to the influx of young children at the start of the school year. This had a knock-on effect on how well preschools started the school year off with young children making the transition from home to preschool.

DISCUSSION

In contributing to advancing the body of knowledge and theoretical understanding with respect to the importance and challenges preschool principals faced during transition from home to preschool, this study highlighted the vital criteria of transition from the perspective of the three preschool principals and issues raised by them in their centres. Transition may be a time of expansion or a perilous obstacle to a child's healthy growth and education. Consequently, the formative years' transition is crucial and should not be dismissed. Effective transition planning is a critical aspect in ensuring a positive result for children throughout changes (Cook & Coley, 2017).

In Bronfenbrenner's ecological theory, preschool is an ecosystem's environment which involve young children directly (Petriwskyj & Grieshaber, 2011; Cahoon et al., 2021). Commodari (2013) discussed priming events that prepare children for school and help them get an easy start. These activities include establishing relationships with peers and teachers, providing children with detailed information about the school (Cook & Coley, 2017) and building up their competencies (Silva et al., 2019). In this research study, three participants brought up the topic of helping young children

learn the value of obeying the rules and resolving problems with classmates via activities.

This finding is aligned with the research findings by Yelverton (2018), in which children experience changes in the emotional support, classroom organization, and instructional support during transition period. Thus, preschool principals need to evaluate and review every strategy, planning and implementation of transition activities and practices in their respective preschools to lay a good learning foundation for the young children. They also need to encourage their teachers to look out for more interesting learning activities in innovative and creative ways with the help of current technology advancement (Baharuldin et al., 2019). For example, brainstorming ideas from YouTube or online teachers support group for young children during transition period. Therefore, the quality of pre-primary education, together with well-trained teachers which includes a range of professional competences, talents, and skillsets, contributes to a successful transition (Lasser & Fite, 2011; Purtell et al., 2020). Knowledgeable early childhood teachers have the tools necessary to improve the learning and development of young children in helping to realise the Malaysian Education Blueprint 2013-2025 and move towards UNESCO 2030 agenda. However, according to the results of this study, all three participants had a hard time employing adequately qualified teachers. This brought difficulties in the beginning of school when dealing with new children. Teacher professional learning has been referred as “continuous professional learning” to increase the accountability of teachers (Adams, 2017). Therefore, preschool principals need to work hard to bring up the quality of preschool teachers by encouraging them to further their studies or take in preschool teachers with early childhood education qualifications.

Parents play a major role in the transition (Curby et al., 2018). Young children's stress in a new environment is shared by their parents. Commodari (2013) detailed the abilities children should have mastered prior to starting preschool and what parents should anticipate from teachers. These findings show that there is a gap between the expectation from parents and the aims preschools are carrying out during transition period. The lack of communication about children’ experiences and preparation before school starts between preschool teachers and parents (Rogers, 2018; Fontil & Petrakos, 2015; Purtell et al., 2020; Sanagavarapu et al., 2016) is found in this research findings. Besides, parents and teachers perceived transition into preschool differently (Fontil & Petrakos, 2015; Sanagavarapu et al., 2016). In this study, parents have unrealistic expectations for their young children by wanting them to settle down as soon as possible whereas preschool teachers expected parents to prepare their children before starting school. Transition strategies can be done to ease the transition period by having home visit, parent’s orientation and children visiting preschool classrooms before school starts as suggested in the research finding by Yelverton (2018) and Purtell et al. (2020).

CONCLUSION

One of the initial developmental stages for children is when they make the transition from home to preschool, which is a highly intricate process of transformation. It is important that the transition be handled in a way that is both positive and protective of the children involved. Preschool principals as the preschool leader have accountability in setting and creating a good transition experience for young children.

This research provides a new perspective concerning preschool principals in dealing with the situation at the beginning of a new academic year. It offers a better understanding of the challenges faced and their impact on how young children experience transition. However, this research is not without its limitations. By only interviewing three preschool principals, the size of sampling could also be considered a limitation. Thus, the findings cannot be generalized because they cannot represent all the preschool principals. Data collected could have been richer in detail if more preschool principals participated. Further research is needed involving more preschools, especially public and private preschools, to provide more information on the challenges faced by preschool principals during transition period.

The findings of this study provide valuable information for policy makers and preschool principals to initiate and implement appropriate strategies during transition period in preschool to assist young children experience positive transition. On the other hand, professional development focused on supporting teacher–parent communication (Mistretta, 2017; Symeou et al., 2012) in working together during transition period is another important avenue for future research. The suggestions provided will help future researchers build upon and extend the current work. Given the study's limitations, more research can build upon it to further advance our understanding of the home-to-preschool transition, which will ultimately benefit preschool principals.

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