ORIGINAL ARTICLE

Opinions of Elementary Education Teachers in the Development Process of Primary School Transition Model Suggestion

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Ethical Statement

The research was conducted with the approval of the official permissions after the permission obtained from the "Canakkale Onsekiz Mart University Rectorate Graduate Education Institute Ethics Committee". Decision dated 17.11.2022 and numbered 19/36 determined that the research complied with the principles of the scientific research ethics committee. In addition, participant information was kept confidential at all phases of the research and the process was completed in line with verbal and written permissions.

Conflict of Interest

No conflict of interest is present in the conduction or the reporting of this study.

ABSTRACT

The aim of the research, which is based on developing a transition model between preschool and primary school levels, is to examine the views of preschool and primary school teachers. The study group of the research, which was conducted with a case study on the bases of qualitative research method, consisted of preschool education teachers and primary school teachers working in state schools in the city of Canakkale in the 2022-2023 academic year. Participation of 31 teachers in total, 8 subgroups were formed in accordance with the focus group data process. The data collected through focus group interviews were analyzed using content analysis technique. Seven different main themes were reached by analyzing the opinions. In the dimension of opinions and thoughts about the elementary education period, the role of the process in preparing for primary school and its impact on developmental areas were discussed in accordance with the aims of preschool education. Under the main themes of Recognition Activities, Monitoring Activities, Recording Activities for Information and Development, 4 different sub-themes were obtained. In the dimensions "Lacks and Needs, Used Techniques and Activities, Impact Dimensions, Limitations" attention was drawn to cooperation and information transfer. The main theme of Cooperation and Assessment Activities similarly focused in inter-levels interaction and information transfer. In the dimension examining the support and role of parents in the transition process, the positive attitudes of parents towards the process and their cooperation activities are taken as a base. In the process of transition to primary school, the need for detailed data on information transfer was emphasized, while the need for information on behavior and skills was expressed. As a result, it is expected that the transition process between the levels will be carried to an advanced level in terms of interaction and provide integrity.

Keywords: Elementary education, preschool education, primary school education, transition between levels.

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INTRODUCTION

The transition from preschool education to primary school within the framework of elementary education is perceived as a significant milestone in an individual's life and entails numerous interconnected changes (Cook & Coley, 2017). The aim is to provide opportunities during the preschool education period for children to maximize their potentials (Latifah, Wahyu & Metroyadi, 2019), acquire new identities, and exhibit skills and behaviors in a manner appropriate to their developmental levels (Nishi, 2022; Polat, 2020). It is considered as a comprehensive period encompassing rich stimuli and environment, in addition to having critical periods in terms of age and developmental characteristics (Aral, Kandır ve Yaşar, 2001). Therefore, considering both steps within the scope of the transition process is the source of different practices and theoretical knowledge. This situation has enabled the diversification of contexts, the emergence of practical recommendations, and reflection in the literature (Dockett & Perry, 2016).

With the start of primary school, children participate in educational environments with different experiences (Topuz ve Kaya, 2016). Within this difference, information about the child and the environment is needed in order for education and training to be carried out in accordance with the program (Weiland, 2018) and to respond to needs. The path to be followed to support skills and behaviors along with learning at the primary school level can be shaped by information collected from different sources. In this sense, knowledge transfer is critical in the transition process.

With early childhood years, the foundation of behavioral and learning patterns is shaped by school adaptation processes. This level is characterized as a critical period for the acquisition of skills in developmental areas. In this process, in which preschool education is also included in the program, taking into account information about children's development and learning processes, individual characteristics (Nishi, 2022), and the social and cultural context in which they live is a source of preparing appropriate environments for the transition process (NAEYC, 2009; Tobin et al., 2023). From this point of view, it is thought that the mobility of knowledge sharing between both steps will create a new perspective on alternative learning environments and school adaptation processes (Júlio, 2019).

There is a need for an effective model to address the process of transition between levels in a multidimensional way. In this regard, the inclusion of recognition and monitoring dimensions for the child and the parent within the model that covers both levels is one of the elements that will ensure the integrity between the levels (Urbina Garcia, 2014). In particular, the transfer of knowledge and interaction between the two levels is expected to create an infrastructure to support transition skills (Dockett & Perry, 2009).

Aim of the Study

In the research based on the development of an alternative model for the process of transition between levels in the elementary education period, it was aimed to evaluate the model levels based on teacher opinions. In this dimension, the sub-aims related to the main aim are as follows:

Examination of the views and opinions of the participants about preschool education and primary school levels.

Examination of participants' assessment of the current situation regarding getting to know children in preschool and primary school levels.

Examination of the participants' views on the inclusion of monitoring activities for children in preschool and primary school institutions.

Examination of participants' views on the recording of children's knowledge and developmental processes in pre-primary and primary school institutions.

Examination of participants' views on the contributions to be obtained in the context of cooperation between preschool and primary schools.

Examination of the participants' views on the support and role of parents during the transition to primary school.

Examination of the participants' views on the types of knowledge that should be transferred during the transition from preschool education to primary school.

METHOD

Research Design

In this study, which was conducted with a case study design on the base of qualitative research method, teachers' opinions about preschool education and primary school levels were consulted. In the process of conducting case study research, the experiences, theories and objective examinations on the subject (Bogdan & Biklen, 2022); which are the source of research problems in the process of realization of case study research; the content and method of the structure to be examined are based (Burns, 2000). Focusing on the "How?" and "Why?" questions, participant statements can be examined in depth in the direction of the research topic (Yin, 2017), the aspects that distinguish one situation from others can be identified (Cohen, Manion & Morrison, 2021), and the new dimensions reached serve as a source of relationships between events and contexts (Paker, 2015). In this perspective, teachers' experiences and suggestions on the transition between the levels were examined in detail by adhering to the methodological substructure of the design.

Setting and Participants

In the dimension of the examination of teachers' views on the model development process in the context of transition from preschool education to primary school, teachers working at the elementary education level constitute the study group oh the research. In the 2022 – 2023 academic year, preschool education teachers and primary school teachers working in state schools in Canakkale city were reached. Demographics information about the teachers who participated in the interview process in groups is given below in the form of group descriptions.

Group A: All participants were female preschool teachers. The professional experience of the participants ranged from 10 to 20 years and above, and mostly those with a professional experience of 20 years and above participated in the process. The most of the participants with associate's and bachelor's degrees are bachelor's graduates. The most of the participants teaching 4 and 5 year olds continue their education activities with 5 year old students. Participants' activities on the adaptation process and recognition – assessment techniques varied by half within the group.

Group B: All participants were female preschool teachers. The professional experience of the participants ranged from 15 to 20 years and above, with teachers with 15 to 19 years of professional experience constituting the majority of the group. Preschool teachers, all of them bachelor's degree graduates, teach 4 or 5 year olds and continue their education activities with mostly 5 year old students. It is known that almost all of the group did not participate in

activities on the adaptation process and recognition – assessment techniques.

Group C: All participants were female preschool teachers. Their professional experience ranges from 15 to 20 years and above. Participants with undergraduate and graduate degrees teach 4 and 5 year olds. Most participants did not participate in any activities related to the adaptation process and recognition – assessment techniques.

Group D: All participants were female preschool teachers. Participants continue their professional experience from 15 to 20 years and above. Participants with undergraduate and graduate degrees teach 4 and 5 year olds. Most participants did not participate in any activities related to the adaptation process and recognition – assessment techniques.

Group E: All participants were female preschool teachers. Their professional experiences ranges from 10 to 20 years and above. All of them have bachelor's degrees and the most of them teach the 5 year old group. Participants have mostly received training on the adaptation process, but training on recognition – assessment techniques is limited.

Group F: All of the participants in the group were primary school teachers, and male and female teachers came together. Their professional experience ranges from 15 to 20 years and above. Participants with undergraduate and graduate degrees teach 1st, 2nd and 3rd grade students. Half on the participants received training on the adaptation process and recognition – assessment activities.

Group G: The participants in the group of male and female primary school teachers had professional experience between 10 and 19 years. They have undergraduate and graduate degrees. They teach 1st and 2nd grade. Most participants received training on the adaptation process but not on recognition – assessment techniques.

Group H: It consists of male and female primary school teachers. 10 to 20 years of professional experience and above. All of them are undergraduates. They teach 2nd and 4th grade students. They mostly did not participate in any activities related to the adaptation process and recognition – assessment techniques.

Instruments

A focus group interview form was used in the research examining the transition process between levels under the framework of elementary education. The instrument prepared by the researcher consists of questions that will include the phases based on model proposal development. In the first phase, a question pool was created by taking into account the participant characteristics and data collection technique, and care was taken to select open – ended questions that explain the model phases in the most appropriate way. The draft form was submitted to expert opinions. In line with the comments, the relevant questions were revised and the sub – dimensions related to the questions were given and the issues to be addressed in the interview process were detailed. The pilot apply of the instrument with its revised version was carried out. A group of 4 teachers were interviewed and the question statements and the flow of the interview were analyzed from the participants' perspective. The data collection instrument consisting of 7 question was finalized by re – examining the comprehensibility of the statements and their ability to provide sufficient information about the subject in line with expert opinions. The questions in the interview form are as follows:

1. What does the transition from preschool to primary school mean to you?

2. How would you evaluate the current situation in terms of getting to know children in preschool and primary school?

3. Are there monitoring activities for

   children in preschool and primary school institutions? Can you explain these activities with examples, if any?

4. What are your views on the recording of children's knowledge and developmental processes in preschool and primary school institutions.

5. What are the contributions that can be achieved by the cooperation of preschool and primary schools in the elementary education process?

6. In perspective of the transition to primary school and experiences, what should be the support and role of parents in this process?

7. What knowledge do your think primary school institutions should have in the process of transition from preschool to primary school?

Procedure

In the 2022 – 2023 academic year, the opinions of preschool and primary school teachers working in Çanakkale province on the development of an alternative model addressing the transition from preschool to primary school were conducted using the focus group interview technique. In this way, it was aimed to reach the meanings that the participants attributed to the events that took place and to see different perspectives within a framework (Patton, 2018). After the development of the data collection instrument, the participants were informed about the research after obtaining formal permissions. Focus groups were formed from participants who volunteered to participate in the process and an interview timeline was prepared. The general view of the interview processes with 8 groups is as follows:

Table 1. Information on focus group interviews

Group Name	Participants	Interview Date	Time (min)
Group A	P1, P2, P3, P4	14.02.2023	144 min
Group B	P5, P6, P7, P8, P9	17.02.2023	168 min
Group C	P10, P11, P12, P13	20.02.2023	126 min
Group D	P14, P15, P16	22.02.2023	87 min
Group E	P17, P18, P19, P20, P21	24.02.2023	157 min
Group F	P22, P23, P24, P25	28.02.2023	134 min
Group G	P26, P27, P28	03.03.2023	93 min
Group H	P29, P30, P31	07.03.2023	52 min
Total	31 Participants		961 min

Where Table 1 examined, it is seen that the data collection process with 31 participants and 8 groups was carried out in the 2nd semester of the academic year. Before the group interviews, preparations and controls were made by the researcher and verbal and written permissions were received from the participants. Audio recordings and researcher notes were taken during the interviews. Based on the fact that the interviews were conducted in a group technique, demographics information was collected to introduce the participants to the study group. Participant confidentiality was maintained in both recording process. At the end of the interviews, all statements were transcribed and the data

were transcribed. The statements were presented to the participants for confirmation and the data collection process was completed.

Data Analysis

Content analysis technique was used to analyze the data collected through focus group interviews. Main themes were created on the basis of the questions in the data collection instrument, sub – themes were collected according to the views of the participants and main theme sub – theme coding was completed. Then, the internal validity and reliability dimension was supported by taking expert opinions on the coding.

RESULTS AND DISCUSSION

You may as well split the Results and Discussion parts and give your findings and discussion separately.

Results Related to the Theme of "Opinions and Thoughts on the Elementary Education Period"

The sub – themes that emerged during the interview process in which participants' views on preschool and primary school periods were examined are given in Table 2.

Table 2. Frequency and percentage values related to the "Opinions and Thoughts on the Elementary Education Period" Theme

Opinions and Thoughts on the Elementary Education Period	f	%
Recognition and Evaluation of Preschool Education	14	8,4
Preparation for Primary School	14	8,4
Impact on Social and Emotional Development	12	7,2
Role of Parents	12	7,2
Program Appropriate Education	11	6,6
Starting Point	10	6
Limited Information and Communication during the Transition	9	5,4
Impact on Physical Development	9	5,4
Adaptability and Autonomy Skills	8	4,8
Play – Based Education	8	4,8
Sustainability	8	4,8
Cooperation Practices	8	4,8
Difference Between Levels	7	4,2
School and Child Relations	6	3,6
Observation	6	3,6
Impact on Cognitive Development	6	3,6
Formal Education	5	3
Class Arrangement	4	2,4
Current Instruments and Information Transfer	4	2,4
Providing Self – Care Skills	2	1,2
Pandemic Impacts	2	1,2
Individual Differences	2	1,2
Total	167	100

When Table 2 is examined, it is seen that the participant views constitute 22 sub-themes under the theme of

"Opinions an Thoughts on the Elementary

Education Period". Opinions were concentrated in the sub-themes of "Recognition and Evaluation of Preschool Education", "Preparation for Primary School", "Impact on Social an Emotional Development", "Role of Parents", "Program Appropriate Education", "Starting Point". Examples of participant statements regarding these sub-themes are given below:

"...Last year they were in first grade. They started 1st grade a after the pandemic, and the majority of the students in the class had no preschool education. It was the first time I worked with such a group. I had a very hard time. Preschool teachers are very valuable. I knew how important preschool education was, but I realized it even more. Because we had a very difficult time setting up the classroom, we had a very difficult time holding pencils, we had a very difficult time painting..." **P25 (Recognition and Evaluation of Preschool Education, Impact on Physical Development, Class Arrangement, Preparation for Primary School)**

"...Another issue is listening and understanding instructions. For example, understanding a class rule. Do not run in class, do not take things from friends without permission, listen when the teacher is talking. At least they come having learned such rules." **P22 (Preparation for Primary School)**

"Over time, we teach children to hold a pencil and draw line. This is not difficult. Bu it is important to support their ability to communicate, to study in groups, to cooperate. Preschool education is essential for the development of these skills." **P29 (Impact on Social and Emotional Development)**

When looking at sample statements from participant opinions, it is noteworthy that the purpose of the preschool education level should be understood correctly and that it should be preparatory for primary school education. In addition, the fact that the skills acquired at the elementary education level are shaped on the bases of social and emotional development was frequently emphasized by the participants, and the view that they constitute the cornerstone of the school adaptation process was discussed.

Results Related to the Theme of "Recognition Activities"

The sub – themes that emerged during the interview process in which participants' views on recognizing children in preschool and primary school levels were examined are given in Table 3.

Table 3. Frequency and percentage values related to the "Recognition Activities" Theme

Recognition Activities	f	%
Lacks and Needs	**84**	**41,5**
Lack of Cooperation and Communication	21	
Lack of Information Transfer	13	
Objective Assessment	11	
Supportive Guidance	8	
Applicable Program Need	7	
Saving Time	7	
Supporting Transition	5	
Practice and Standards	4	
Creating a Harmonious Relation	3	

Providing Experience Opportunities	3	
Advisory Service Support	2	
Used Techniques and Activities	**64**	**31,1**
Observation	25	
Play-Based Activities	13	
Free Time Activities	9	
Portfolio	8	
Anecdote	6	
Home Visit	2	
Parent Letter	1	
Impact Dimensions	**42**	**17,9**
Multidimensional Recognition	11	
Primary School Preparatory Qualification	9	
Recognizing the Child Environment	6	
Focus on Individual Differences	5	
Problem Solving	4	
Performance Monitoring	4	
Teacher-Child Interaction	3	
Limitations	**20**	**9,4**
Class Membership	7	
Differentiation of Institutions	5	
Differentiation of Regions	2	
Negative Case-Based Communication	2	
Prejudgment	1	
Discontinuity	1	
Age Group Distribution	1	
Physical Situation of the School/Classroom	1	
Total	210	100

When Table 3 is examined, it is seen that the participant views constitute 4 sub-themes under the theme of "Recognition Activities". The majority of the opinions are in the sub-themes of "Lacks and Needs" and "Used Techniques and Activities". However, in the sub-themes of "Impact Dimensions" and "Limitations", the participant views include many sub-themes and constitute a large part of the views on recognition activities. Examples of participant statements regarding these sub-themes are given below:

"Preschool teachers and primary school teachers should be in contact. But this is not the case in Turkey. In many primary schools, preschool education is more limited..." *P30 (Lack of Cooperation and Communication)*

"...They were preparing documents for the development of children in preschool education. I wish they would share those documents directly with us. It will be clearer for us. Because we are trying to get to know the children until we give them the first letter..." *P24 (Lack of Information Transfer, Saving Time)*

"We realize that in the preschool education level, not many realistic things are said about the child. The parent couldn't believe it, couldn't accept it..." *P29 (Objective Assessment)*

When the dimensions under the sub-theme "Lacks and Needs" are analyzed, it is seen that cooperation activities are among the essential requirements according to the participants. It is emphasized that the dimensions in the sub-theme can mostly be achieved with the support of cooperation, and that the transition process will be achieved

successfully with the practices that can be

provided in this direction. In this process, information transfer is emphasized and it is stated that the inter-level process should be supported. In addition, the need for objective assessments throughout the process was frequently mentioned in participant views.

"We observe a lot. We observe in free time. We observe while playing. We take notes on these. We also ask questions to the children. Asking about her/his favorite food, her/his favorite color. *P17 (Observation, Play-Based Activities, Anecdote, Free Time Activities)*

"We play a lot of games to get to know the child. The best way to get to know a child is through play. We don't need to rush anyway. They do not need to learn to read and write immediately. *P29 (Play-Based Activities)*

"All activities implemented in preschool education contribute to the process of getting to recognize the child. Especially the free time activities we do during the day make a great contribution. So we can observe a different situation every day." *P20 (Free Time Activities, Observation)*

When the dimensions under the sub-theme "Used Techniques and Activities" are examined; observation, play-base activities, and free time activities explain the frequently used activities according to the participants. These practices are emphasized as activities and techniques constitute an important infrastructure in terms of recognition in the process of transition between levels.

"How do we recognize children? We recognize them through the activities we do in class. Cutting, gluing, coloring, etc... In this process, the children's approach to each other, their behavior, their ability to hold a pencil, their patience, their willingness and reluctance are very important." *P25 (Multidimensional Recognition)*

"I recognize the children more than the statements I write in my notes. Because recognizing the child is a preparation for primary school. For this, we need the correct guidance." P14 (Primary School Preparatory Qualification)

"We are submitting form. Family recognition form. They write whatevet they want on that form. Actually, it takes time to these things. In fact, we try to get to recognize the whole environment of the child." *P15 (Recognizing the Child Environment)*

When the statements in the sub-theme "Impact Dimensions" are examined, it is thought that according to the participants, recognition activities can be realized through multidimensional recognition. Therefore, examining skills and behaviors from various aspects, as well as recognizing the child individually, and supporting this dimension with the environment allows the recognition processes to be carried out in a wider scope. In addition, it was determined that the preparatory aspect of the transition process between levels was frequently emphasized within the scope of recognition activities.

"...Parent-teacher interviews and home visits are actually among the most important activities that need to be done. Because it is very important to influence the parents. But our classes are very crowded. We are in a school in the city center. Unfortunately, for this reason we are not able to visit parents as we should." *P26 (Class Membership)*

"...When there are child in our school, we can get information about them from our preschool teachers. But when the child comes from a different institution, it is difficult to have this information..." *P25 (Differentiation of Institutions)*

"...When I worked in the eastern part of Turkey, I made many home visits. This activity gives you very effective and practical information. However, I had difficultly explaining the importance of home visits in schools with high socio-economic levels. For this reason, unfortunately I could not make home visits in that region." *P27 (Differentiation of Regions)*

When the statements in the "Limitations" sub-theme are examined, it is seen that the participants emphasize that the recognition activities can be carried out at a limited level due to the crowded class membership and different institutions between the levels. It was also stated that the realization of these activities in different regions differed significantly according to regional characteristics.

Results Related to the Theme of "Monitoring Activities"

The sub – themes that emerged during the interview process in which participants' views on monitoring children's skills and behaviours in preschool and primary school periods were examined are given in Table 4.

Table 4. Frequency and percentage values related to the "Monitoring Activities" Theme

Monitoring Activities	f	%
Lacks and Needs	**78**	**42,9**
Information Transfer	25	
Parent Cooperation	25	
Advisory Service Support	9	
Guidance Research Center Support	6	
Interpersonal Adaptation and Communication	6	
Information Recording and Transfer Platform	5	
Environment Arrangements/Physical Requirements	2	
Used Techniques and Activities	**63**	**34,6**
Development Document	20	
Observation	16	
Play-Based Activities	9	
Physical Tests	5	
Social Activities	4	
Concept/Lecture Review	3	
Free Time Activities	3	
Drama Activities	2	
Anecdote	1	
Impact Dimensions	**33**	**18,1**
Monitoring Readiness Level	14	
Multidimensional Monitoring	8	
Sustainability	7	
Focus on Development Monitoring	4	
Limitations	**8**	**4,4**
Disregarding Individual Differences	6	
Differentiation of Institutions	2	
Total	182	100

When Table 4 is examined, it is seen that the participant views constitute 4 sub-themes under the theme of "Monitoring Activities". Similar to the sub-theme of "Recognition Activities", the majority of the opinions were found in the sub-themes of "Lacks and Needs" and "Used Techniques and Activities". Similarly, in the sub-themes of "Impact

Dimensions" and "Limitations", participant

views include different dimension and make different points about monitoring activities. Examples of participant statements regarding these sub-themes are given below:

"...In preschool education, there are many different institutions such as kindergartens and child care centers. Therefore, we could not get a development document on the child. We obtain information about the child through our own observations. This is a waste of time." *P31 (Information Transfer)*

"Which activities does the child like to do at home? I give forms to parents at the beginning of each semester to get this kind of information. I make plans based on the answers given by the parents...." *P9 (Parent Cooperation)*

"...For example, I had a student who stuttered. I had never had such a student until then. Definitely advisory service support is very important." *P19 (Advisory Service Support)*

When the dimensions under the sub-theme "Lacks and Needs" were examined, it was observed that this structure was evaluated holistically due to the sustainability of the monitoring processes according to the participants, and the transition process between the steps was emphasized and the transfer process expected to take place in this process was pointed out. On the other hand, as mentioned in the recognition process, the importance of cooperation in the parent dimension was emphasized and the role of the advisory service in the monitoring process was highlighted.

"...We can't get documents on the child's development. So we try to reach this information through our own observations. This is waste of time." *P31 (Development Document, Observation)*

"...We are constantly observing the children. The observation process is always active. We are already involved in the activities by playing games with them. Sometimes everything comes out even when we are doing a drama activity. P6 (**Observation, Play-Based Activities, Drama Activities)**

"Our attitudes are very important. We approach children differently. We take play-based approach. We need to continue this attitude in the monitoring process." *P2 (Play-Based Activities)*

When the dimensions under the sub-theme "Used Techniques and Activities" were examined, it was determined that the participants frequently mentioned the importance of observation, development documents and play-based activities. While the use of progress documents was frequently mentioned, the transferability of these documents was also mentioned. The statements that the monitoring process should be sustained explain that monitoring is an action that requires sustainability. In addition, the opinions that it should be handled together with other activities support the views that the mentioned techniques and activities can be actively used at every level.

"When children start school, we don't know what their level of readiness is. How has his/her communication with his/her friends and adaptation process developed over time? We need to know these things..." *P27 (Monitoring Readiness Level)*

"...I had a file for each child. I was monitoring their academic, social, emotional and motor development. But unfortunately what we do is informal. I do this to observe progress..." *P27(Multidimensional Monitoring)*

"...This process can be more sustainable with social activities. With activities such as choir, folklore, theater. There

should be longer activities. Long activities that involve a process and in which the child can be monitored in every aspect." *P11 (Sustainability)*

When the dimensions in the sub-theme "Impact Dimensions" are examined, it is seen that according to the participants, readiness levels should be monitored on the base of the practices that ill take place during the transition process. It was stated that monitoring of this dimension should be based on a multidimensional approach, as emphasized in the need and the techniques used. It is thought that the sustainability dimension will be supported by ensuring that the activities that can be implemented at this level are activities that include a large period of time and can be transferred to the next level.

"We are trying to equalize a child at a higher level with a child at a lower level. When one child is doing an activity, the other one gets bored. It is easy for one child and difficult for another." *P2(Disregarding Individual Differences)*

"…Now, I'm in an independent preschool, which is very different from being a preschool teacher in a elementary school." *P7 (Differentiation of Institutions)*

When the statement in the "Limitations" sub-theme are examined, it is emphasized that individual differences are a determining factor in preschool education as they are at every levels, and that this situation is not taken into account. In addition, statements were made that the different adaptation of preschool education institutions created a disconnect in the process.

Results Related to the Theme of "Recording Activities for Information and Development"

The sub – themes that emerged in the process of examining the opinions about recording activities for children's skills and behaviours in preschool and primary school levels are given Table 5.

Table 5. Frequency and percentage values related to the "Recording Activities for Information and Development" Theme

Recording Activities for Information and Development	f	%
Lacks and Needs	**88**	**69,3**
Information Transfer	27	
Objective Assessment	24	
Commission Formation	11	
Effective Communication	8	
Registration of Parent Information	6	
Online Record Platform	6	
Reforms in Education Policy	3	
Awareness Raising for the Program	3	
Used Techniques and Activities	**19**	**15**
Observation	14	
Portfolio	5	
Impact Dimensions	**13**	**10,2**
Detailed Record System	10	
Determining Special Education Needs	3	
Limitations	**7**	**5,5**
Ethical Issues	4	
Class Membership	3	

| Total | 127 | 100 |

When Table 5 is examined, it is seen that the participant views constitute 4 sub-themes under the theme of "Recording Activities for Information and Development". As in the recognition and monitoring dimensions, frequency values were found in the sub-themes of "Lacks and Needs" and "Used Techniques and Activities" for registering information. Similarly, the sub-themes of "Impact Dimensions" and "Limitations" include dimensions that support this sub-theme. Examples of participant statements regarding these sub-themes are given below:

"I keep the process information and the registration of the information. This information is not being transferred, only includes preschool education activities. When the child starts primary school, the same process is carried out by the primary teacher. So it keeps within each schooli each institution. It is not transferred between levels..." *P27 (Information Transfer)*

"...Sometimes parents do not write the reality on the forms. In this case, we can only get real information from the environment. For example, parents do not want to write their phone numbers. In case of an emergency, we need to contact the parents. There are also no objective assessments. There is no transfer of information anyway." *P25 (Objective Assessment, Information Transfer, Registration of Parent Information)*

"...Counselors, parents, primary teachers can keep registers. If a document is to be trained for each child, there should be a commite of commission." *P23 (Commission Formation)*

When the dimensions under the sub-theme "Lacks and Needs" were examined, participants expressed the lack of record activities and transfer of documents. They also emphasized the importance of an objective registration process and made suggestions to support the registration and transmission process.

"We are already following the process. I know the child, even if I don't take notes. When she/he learns something, I can see her/his developing and making progress." *P10 (Observation)*

"...The documents are given to the parents as a portfolio. It includes the activities the child is involved in and the activities they have done. Our observation notes about the child are also included there." *P2 (Portfolio)*

When the dimensions under the sub-theme "Used Techniques and Activities" were examined, attention is focused on the observation dimension as in the registration and monitoring processes. It was emphasized that the process can be supported by the use of different instruments and the usability of structures such as portfolios that contain elements that can be transferred to the next level.

"...If child have teachers who teach different subjects, they should be included in the commission. For example, an informatics teacher, an art teacher. A document should also be written with the information of the parents..." *P22 (Detailed Record System)*

"I think this method will be effective in identifying children with special educational needs. It is effective in identifying children who really need support, who need to be supported by a more specialized expert." *P23 (Determining Special Education Needs)*

When the dimensions in the sub-theme "Impact Dimensions" are examined, it is expected that the registration process will both detail the information and elaborate the process by bringing together the people who contribute to

the transition process. It is also thought to save time for the teacher in determining the need for special education.

"The privacy of this information is one of our expectations in this regard. On the bases of this privacy, information needs to be transferred from the preschool to the primary school levels." *P27 (Ethical Issues)*

"In oversrowded classrooms, portfolio presentations and the sharing of recorded information by parents and children can be numerically difficult." *P2 (Class Membership)*

When the statement in the "Limitations" sub-theme are examined, participants opinions were reached in the direction of focusing on the principle of confidentiality in the mentioned information transfer dimension. The high class membership, on the other hand, brought forward the expressions of limitation in terms of the realization of the practices needed in the process of transition between the levels and discussed in this subject.

Results Related to the Theme of "Cooperation and Assessment Activities"

The sub – themes that emerged in the process of examining the views on cooperation and assessment activities in preschool and primary school periods are given in Table 6.

Table 6. Frequency and percentage values related to the "Cooperation and Assessment Activities" Theme

Cooperation and Assessment Activities	f	%
Ensuring Cooperation Between Levels	22	20,4
Ensuring Information Transfer	18	16,7
Holistic Assessment	14	13
Effective Communication	13	12
Ensuring Teacher-Parent Cooperation	10	9,3
Ensuring Inter-Institutional Cooperation and Standardization	8	7,4
Saving Time	6	5,6
Creating a Supportive Attitude	5	4,6
Creating the Base for the Recognition Process	5	4,6
Current Information Change Monitoring	4	3,7
Objective Assessment	3	2,8
Total	108	100

When Table 6 is examined, it is seen that the participant views constitute 11 sub-themes under the theme of "Cooperation and Assessment Activities". Opinions were concentrated in the sub-themes of "Ensuring Cooperation between Levels", "Ensuring Information Transfer", "Holistic Assessment", "Effective Communication". Examples of participant statements regarding these sub-themes are given below:

"...Collaboration between preschool and primary school levels should be activated. When the primary scgool teacher meets with the child's preschool teacher, he/she has prior information..." *P26 (Ensuring Cooperation Between Levels)*

"When the child comes from another school, we have no idea. We have no information about the child. We cannot reach the teachers at the preschool. The process is being carried out in an spontaneous way." *P29 (Ensuring Information Transfer, Ensuring Inter-Institutional Cooperation and Standardization)*

"...We can better support children in the transition from preschool to primary school by collecting information. We can support them academically, socially, emotionally. We can also support it in terms of family behavior." *P27 (Holistic*

Assessment)

When looking at sample views from the dimensions frequently mentioned by the participants, it is seen that the point of cooperation between preschool and primary school levels is frequently mentioned. It is thought that the cooperation activities expected to be realized in this direction will also contribute to the other dimensions discussed. As seen in the sample statements in the dimensions of Information Transfer and Holistic Assessment, it is emphasized that an effective assessment process can be realized through such cooperation activities.

Results Related to the Theme of "Support and Role of Parents Transition"

The sub – themes that emerged in the process of examining the views on the support and role of parents in the transition process between preschool education and primary school are given in Table 7.

Table 7. Frequency and percentage values related to the "Support and Role of Parents Transition" Theme

Support and Role of Parents Transition	f	%
Conscious and Responsive Attitude	17	28,3
Participation in Education and Training Activities	13	21,7
Accepting Cooperation	12	20
Consistent and Stable Attitude	8	13,3
Objective and Clear Attitude	6	10
Autonomy Supportive Attitude	4	6,7
Total	60	100

When Table 7 is examined, it is seen that the participant views constitute 6 sub-themes under the theme of "Support and Role of Parents Transition". Opinions were concentrated in the sub-themes of "Conscious and Responsive Attitude", "Participation in Education and Training Activities", "Accepting Cooperation. Examples of participant statements regarding these sub-themes are given below:

"Parents should get psychological support when their children transition to primary school. Parents should be provided with primary school readiness training. Of course, it is also necessary to train the children." *P8 (Conscious and Responsive Attitude)*

"Activities involving family attendance can be carried out. At the same time, educational seminars can be organized for parents. It is necessary to train not only the child but also the parent for primary school…" *P12 (Participation in Education and Training Activities)*

"I describe a table with three pillars to the parents. Without one of these, there will be distruptions. They should always support their children. They should show this support through cooperation." *P19 (Accepting Cooperation)*

When the sample statements for the frequently repeated sub-dimensions are examined, it is thought that possible problems can be prevented by parents' conscious and responsive approach to the process. In addition, attention was drawn to parent education and it was stated that education and training activities should be meaningful for everyone. Therefore, the participation of parents in the process is seen as a key point in the other dimension of being receptive to

cooperation.

Results Related to the Theme of "Kinds of Transferable Information in Transition"

The sub – themes that emerged in the process of examining the opinions about the kinds of information that can be transferred during the transition from preschool education to primary school are given in Table 8.

Table 8. Frequency and percentage values related to the "Kinds of Transferable Information in Transition" Theme

Kinds of Transferable Information in Transition	f	%
Information about Parents	17	31,5
Skill and Behavior Based Information	15	27,8
Information on the Physical Features and Health Status of the Child	9	16,7
Information on the Special Education Needs of the Child	6	11,1
Information on the Out of School Environment	5	9,3
Information oh the Child's Interests	2	3,7
Total	54	100

When Table 8 is examined, it is seen that the participant views constitute 6 sub-themes under the theme of "Kinds of Transferable Information in Transition". Opinions were concentrated in the sub-themes of "Information about Parents", "Skill and Behavior Based Information" and "Information on the Physical Features and Health Status of the Child". Examples of participant statements regarding these sub-themes are given below:

"...I think the income status of the family is an important issue. The environment in which the child lives is important. Who the child lives with is also important. Is he/she with his/her family? Which family members are at home?" *P28 (Information about Parents, Information on the Out of School Environment)*

"All information about the skills and behaviors of children moving from preschool to primary school should be known by the institution they attend." *P20 (Skill and Behavior Based Information)*

"We are missing many things in terms of physical features. More exactly, I think this dimension needs to be constantly updated. Because the information we learn can change very quickly..." *P4 (Information on the Physical Features and Health Status of the Child)*

When looking at the views on frequently expressed dimensions, the participants emphasized that information sharing for parents has an important role in the transition process. It is thought that this transfer of information will support teacher-parent cooperation, and that the process will be supported by teachers' information in terms of skills, behaviors and physical features. However, constantly updating this information and taking into account changing situations are also seen as prerequisites for achieving the purpose of information transfer.

CONCLUSION AND RECOMMENDATIONS

In the light of the results obtained from the research in which teachers' opinions based on the development of an alternative model for the transition process from preschool education to primary school were examined, the following conclusions were reached:

When the sub-results based on the opinions and thoughts about the elementary education period were examined, it was determined that the participant teachers frequently addressed the recognition aspect of the preschool education

level. In this context, it is expected that the

importance and basic objectives of preschool education are understood correctly, that primary school readiness activities are carried out in accordance with the purpose, and that parents are informed about this issue. Erden & Altun (2014) emphasized the importance of preschool education and the impact of this period on educational life with the results put forward for its publication. Similarly, it was concluded that primary school readiness activities, the role of parents in both levels and a functioning in accordance with the program were decisive in this process. In the study conducted by Konca & Çakır (2021), the need for parental support is considered as an important dimension of the transition process. In addition, contributions to social emotional development are prioritized and supportive activities in this regard are taken as a base. According to Sun et al. (2024), the significant impact of preschool education on academic and social development as well as transition supports this conclusion. In another perspective, Garber et al. (2023) discussed the impact of the supportive structure for skills on practices and policies.

In the context of the themes of "Recognition Activities", "Monitoring Activities", "Recording Activities for Information and Development", 4 sub-themes that from the same categories emerged. These sub-themes, named ad "Lacks and Needs", "Used Techniques and Activities", "Impact Dimensions", "Limitations", revealed the levels and content of the model proposal to be developed. In this respect, it was emphasized that the lacks and needs frequently expressed under the theme of "Recognition Activities" can be completed through cooperation and communication, and the necessity of inter-level information transfer and objective assessment. It was concluded that the transition between levels can be supported through a recognition process in which observation, play-based activities and free time activities can be used. In this way, the importance of multidimensional recognition is addressed in the context of different development areas, while at the same time emphasizing the impact on the recognition of the child and the differentiating environment. In the same direction, Bradshaw (2012) explained the factors associated with school readiness with progress in developmental areas. Similarly, the preparatory role of recognition activities for primary school was associated with the effective realization of the transition process between the levels. However, the high class membership at both levels and the fact that institutions have different standards among each other are considered to be among the limitations of this level. In the study conducted by Topuz and Kaya (2016), it was concluded that while the limitations in this direction in terms of class membership drew attention, there were difficulties in carrying out recognition activities appropriately in the current situation.

Under the theme of "Monitoring Activities", it was concluded that the most frequently addressed lacks and needs are mainly in the direction of information transfer. Evaluations in this direction are related to other sub-themes and emphasize the need for parent cooperation and guidance support. Therefore, it can be said that the information transfer process can be realized on the base of cooperation. Pekdoğan (2017) and Lehrer, Bigras & Laurin (2017) also emphasized the importance of cooperation in the process of preparation for primary school.

The similarities between the development document, observation and play-based activities in terms of the techniques that can be used and the recognition activities stand out. This results shows that monitoring is an important dimension that ensures the sustainability of the recognition process. Pratiwi (2024) emphasized the lasting effect of learning and follow-up through play in early childhood education and stated that this level evolves into a cognitive dimension at the primary school level. In this sense, he highlighted that the activities carried out between both levels

should be complementary to each other in order to achieve alignment in the transition process. In addition, the views on impact dimensions and limitations were similarly addressed in the recognition and monitoring activities. Both phases have an impact on multidimensional recognition and preparation for primary school, and the limitation in terms of the differentiation of institutions reveals the need for transition studies. Another limitation is that individual differences are disregarded in the monitoring process. Peters (2010), while discussing the importance of individual differences in the transition process, emphasized that the transition between levels reflects a sustainability. Similarly, Jonsdottir et al. (2023) and Boyle & Petriwskyj (2014) highlighted this dimension by stating that creating a sustained structure between the levels will lead to professional activities.

Under the "Recording Activities for Information and Development" theme, the dimensions of information transfer, objective assessment, and commission formation were highlighted as the main lacks and needs. It is interesting to note that the need for information transfer is emphasized in the recognition, monitoring and recording phases. Similarly, the fact that observation is a technique that can be used at every phase shows that these phases are related. Examining the impact dimensions related to the recording phase, it is concluded that this phase will contribute to the transition process with the development of a detailed recording system. However, the limitation in terms of class membership, which was mentioned in the recognition phase, was also mentioned in this phase. In addition, the conclusion that ethical issues would bring some limitations revealed that the recording process should be carried out in accordance with ethical principles. According to Cohen-Vogel et al. (2020), appropriate policies and trends are needed to ensure adaptation and interaction in the transition process. The conclusion that these needs can be met by transferring information through portfolio like resources where detailed records can be made is reflected in the literature.

The fact that the dimensions of inter level cooperation and information transfer, which are frequently mentioned in the theme of "Cooperation and Assessment Activities", are also the elements that are taken as base in recognition, monitoring and recording activities shows that the assessment level reflects a necessary structure within the model. Therefore, as Boyle & Petriwskyj (2014) state, the assessment process should be actively involved throughout both levels and in the transition process between levels and should have a holistic assessment characteristic. Similarly, according to Vitiello et al. (2020), this process is explained by effective parent-teacher interaction. Another prominent dimension is the focus on communication processes. In this context, it was concluded that assessment activities can be carried out in the focus of sustainability by maintaining effective communication.

The results under the theme "Support and Role Parents in the Transition Process" emphasized the need for parents to show a conscious, sensitive, consistent and decisive attitude during the transition process. The result of considering these statements in the context of cooperation supports the cooperation requirements in other themes. Similarly, Pekdoğan (2017) and Rothe, Utban & Werning (2014) found that cooperation with parents would be effective in school adaptation and preparation process. Slicker et al. (2021) emphasized that as a result of the establishment of parental cooperation on the base of home activities, especially children made significant improvements in terms of literacy. Therefore, it can be said that cooperation activities are one of the key elements of the transition process.

When the results emphasized in the theme of "Kinds of Transferable Information in Transition" are examined, it is concluded that the parent dimension is taken into consideration in a similar way, and therefore, parent information constitutes the essential information need in the transition process between levels. In addition, the fact that skills and behavior based information are the kinds of information that are expected to be transferred has revealed the importance of recognition and monitoring phases related to the transition process. Brock et al. (2018) associated the

process of adapting to new routines and skills

in this period with an achievement-based program, while Garber et al. (2023) focused on the positive impact of information transfer on skills in terms of practice and policy. Therefore, it can be said that an effective transition program will be created by transferring these kinds of information to the next level.

As a result, it is important that the transition process from preschool to primary school and both levels are at an advanced level in terms of interaction and integrity. The inter-level transition process, which is expected to be structured by ensuring cooperation at each level, should be supported by appropriate information transfer. Based on the opinions of teachers, the dimensions of recognition, process monitoring and recording can make concrete contributions to school adaptation processes. In this sense, activities can be carried out on the base of strengthening the coordination between the two levels to ensure unity in the framework of elementary education.

The recommendations based on the conclusions obtained in line with the aims and sub-objectives of the study are listed as follows:

- Research based on teacher and parent participation can be conducted by developing a model for the transition process between levels.

- Digital content-based applications can be realized based on the technology-based dimension of the transition process.

- Considering the conclusions emphasizing the cooperative approach, sample activities and practices for the transition process can be trained with the participation of preschool and primary school teachers.

Acknowledgments

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