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PERCEPTIONS OF PARENTS ABOUT THEIR ROLE DURING THE CHILD'S TRANSITION FROM PRESCHOOL TO SCHOOL⁴

Abstract: The child's transition from preschool to school calls for a transformation of parental roles, as entering a new educational environment requires different tasks, rules, roles and responsibilities. Parents' approach to the transition process, particularly their involvement in activities that support the child during this period, is thought to depend on their beliefs about their role in the child's education and on the behaviors that are affected by those beliefs. In the light of the aforementioned and the importance of parental involvement's importance during the child's transition to elementary school, this paper focuses on parental role construction as a motivator for parental involvement and on analyzing parental activities. This research aimed to examine parental perceptions of their role during their child's transition to school. The study surveyed 759 parents of preschoolers from the Republic of Serbia, using the Questionnaire on respondent demographics and the Scale of perception of parental role during the transition period. This study employed theoretical analysis and a descriptive-correlational research design. Findings from the empirical research suggest that most respondents are aware of their role during this transition, with mothers recognizing its importance more than fathers. Also, there are differences in how these groups perceive responsibility for tasks in the transition process. In short, parents prioritize creating an adequate learning environment at home over social interactions with other parents. In conclusion, promoting partner parenting and collaboration between families and educational institutions would empower both parents and practitioners.

Keywords: Transition to school, parental involvement, role construction, preschool.

Introduction

The child's transition from preschool to school is a developmental phase, i.e. a process of change, and by no means a singular event, because those changes imply the time needed to adapt to a new environment and the changed roles individuals assume (Broström, 2005; Dockett et al., 2014; Mihić et al., 2016; Sanders et al., 2005). Therefore, it is justified to use a multi-perspective approach to the transition to school (Reichmann, 2011/2012) because this process implies the support and active

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involvement of various subjects from the family, preschool and school environment, manifested in their various roles (Reichmann, 2011/2012; Zlatarović & Mihajlović, 2013).

The involvement and engagement of parents during the transition to school is recognized as particularly important (Dunlop, 2017; Petrakos & Lehrer, 2011) because their support and active participation presents a valuable factor in facilitating the child's transition and ensuring continuity in their development and learning. Relevant literature that deal with the topic of parents' involvement in children's education (Anderson & Minke, 2007; Cowan et al., 2004; Hoover-Dempsey et al., 2001; Hoover-Dempsey & Sandler, 2005; Hoover-Dempsey et al., 2004; Matejević & Jovanović, 2017; Walker et al., 2005; Zuković, 2013) highlight the significance of considering the parents' perspective on the factors that influence their decisions to get involved, and therefore affect the nature of the relationship with educational institutions and the child's academic success.

From this basis, Hoover-Dempsey and Sandler (1997) devised the Parental Involvement Process Model, which evolved through practical testing over time. Consequently, a revised version of the model (Hoover-Dempsey & Sandler, 2005; Walker et al., 2005) was created. The first level hypothesizes three psychological constructs that reflect the parents' motivation and forms of involvement - Personal and Contextual motivators for parental involvement, and Parents' life context variables. All three constructs are vital for understanding parental involvement. However, this paper will specifically concentrate on personal motivators for parental involvement, which notably encompasses the significance of constructing the parental role.

Interpreting parental role construction as a motivator for parental involvement

The Parental Involvement Model, based on role theory, explores how parents perceive their role in their child's education (Hoover-Dempsey & Sandler, 1997; Hoover-Dempsey et al., 2004). It highlights three key role aspects: group expectations, self-expectations, and role-related behaviors. Parents may reflect on their role as a parent of a school child by asking: What do others expect of me? What do I expect of myself? What can I do as a parent of a school child? (Hoover-Dempsey & Jones, 1997, p.3).

Therefore, the construction of parental role could be understood as parents' beliefs about what they must accomplish in their child's education and the behaviour they exhibit based on these beliefs (Hoover-Dempsey & Sandler, 1997; Hoover-Dempsey et al., 2004; Walker et al., 2005). In this regard, initial research have shown that parents can construct their parental role in the following way: a) parents see themselves as responsible for the education of their children (parent-oriented role construction); b) parents recognize the school as responsible for children's education (school-oriented construction of the role); and c) parents believe that the responsibility for the child's educational results is equally shared between parents and professionals in school (partner-oriented role construction).

Based on the further research of the parental role construction, certain modifications were made and two factors were identified (Hoover-Dempsey et al., 2004). The first factor consisted of parents' responses from the categories of parental and partner-oriented role construction, reflecting their willingness to actively engage in their children's education. In contrast, the second factor encompassed parents' responses from the category of school-oriented role construction, indicating a relatively passive attitude towards involvement.

In addition, it is also important to understand that parents construct their parental role based on sets of beliefs. Some authors (Bornstein & Cheah, 2006) explain that parental beliefs can mediate the shaping of parenting behaviour, the effectiveness of parenting practices, and the support in organizing parenthood. By constructing their parental role parents are put in a position to imagine, predict and plan activities that they believe will lead to the child's educational success, but also to

act in accordance with them. This is why parental role construction is perceived as a motivator for parental involvement (Ristić Dedić & Jokić, 2023). Applying this interpretation to the topic of preschool-school transition, it is assumed that parents' beliefs about their role during their child's transition to school will also influence their engagement in those activities they consider crucial for the child's successful transition, adaptation, and subsequent progress in the school environment.

Responsible parenting activity during the child's transition to school

Responsible parenting activity entails advocating for the child and their interests, which emphasizes the augmented mediating role parents play in the child's life compared to the broader social community (Ljubetić, 2012). Parents are more likely to get involved in their children's education when they understand their involvement as one of the aspects of responsible parenting (Leithwood, 2009). Furthermore, parents' decisions regarding involvement are influenced by perceptions of their duties in their child's education, their level of knowledge and skills required for parental involvement, their expectations towards the child, their lifestyle, etc. (Leithwood, 2009; Pavlović Breneselović, 2012). Polovina (2011) emphasizes that parental actions consist of a set of behaviors and practices that are both expected and somewhat prescribed, all of which are aimed at supporting the child's upbringing. At the same time, the author points out that the parental role and specific tasks related to the child's development serve as the connecting link between parents and children, on the one side, and the broader systemic environment, on the other, across all stages of the child's growth. The complexity of this parental role comes from the numerous actions and tasks that a parent is expected to fulfil. In the subsequent sections, we will address the aspects of parental action related to the parental role during the child's transition to school.

Supporting parental actions in family and institutional settings. During the preparatory period for school, parents strive to provide adequate conditions for the proper physiological and psychological development of children, as well as to take care of the child's health, safety, and emotional well-being. In doing so, parents fulfil their primary roles as *providers and supporters for their child* (Klemenović, 2014). In addition, parents have the role of the first teacher, supporting the child's learning by creating a series of activities in the family environment. The nurturing care provided by parents, which focuses on meeting the physiological, emotional, social, and autonomy needs of the child, along with stimulating care that offers opportunities for learning through exploration, play, and participation, is referred to by some authors (Žegarac et al., 2023) as the concept of stimulating caregiving. In this sense, these elements form a stimulating environment essential for fostering the child's developmental potential. Empirical findings corroborated (Dearing et al. 2006, quoted in Ljubetić, 2014) that parents support their children through indirect strategies, such as establishing rules, creating designated learning areas within a family home, and providing adequate conditions for that learning. On the other hand, in situations where parents assist their children with homework or participate in activities within the school environment, they employ direct strategies.

Connecting with other parents. During the child's transition to school, parents also serve as *mediators*, facilitating and overseeing the child's interactions with the broader community. This role ensures that children broaden their social contacts beyond the family environment, gain social experience, and develop social competencies (Klemenović, 2014). One method by which this mediation role is fulfilled is by connecting parents with other parents of children undergoing this transition or with those who have gone through this transition in the past. Parents' willingness to visit the school and engage with other parents can yield various benefits for both the child and the parents. These include opportunities for socialization and peer involvement in both family and institutional settings, exchange of experiences, sharing concerns, and gaining information about possible methods of parental involvement in school (Griebel & Niesel, 2013; Jindal-Snape & Hannah, 2013; Klemenović, 2014).

Involvement of parents in choosing a school. By using the various resources at their disposal and opting for those opportunities that will support the child's progress, parents represent the best interest of their children, thus fulfilling the role of advocate (Klemenović, 2014). In this regard, during the transition period, being an active parent includes checking the adequacy of conditions for the child in the future school environment. Experts in this field point out that parents' awareness of their own role and responsibility is recognized, among other things, in their clear vision regarding the choice of a school made to measure of a child, which has also been detected as a significant factor in achieving positive educational outcomes (Dockett & Perry, 2017; Graham et al., 2017; Ljubetić, 2012).

Bearing this in mind, it is undeniable that the type and amount of support provided by the family and parents significantly contribute to a child's adaptation to new situations. Also, the child's transition to school is accompanied by numerous changes in the functioning of the entire family system (changed schedule, expectations and demands that can potentially be stressful), which inevitably reflects on the redefinition of parental roles (Harper, 2016; Žunić & Zuković, 2023). Namely, on that path of providing support to the child, they become the parents of a school child (Niesel & Griebel, 2007), where by this new developmental phase can be facilitated by certain proactive steps that parents take, both at home and in the educational institution. How successful parents will be on this path depends to a large extent on the parents' beliefs about the importance of their efforts as parents, as well as on the behaviour resulting from such beliefs (Walker et al., 2005). However, some authors (Morawska et al., 2024) highlight a gap in understanding parents' attitudes, experiences, and preferences regarding their child's transition to school, as well as the insufficient representation of parents' voices in existing research. Therefore, in this paper, the research focus is on the examination of the parents' perception of their own role during the child's transition to school.

Method

Aim of the research

The aim of the research was to examine how parents perceive their own role during the child's transition to school. Based on the research objective, the following research tasks were defined: 1. Examine whether statistically significant differences exist in parent's responses based on their prior experiences in collaborating with the preschool and in transitioning to school; 2. Examine whether statistically significant differences exist in parent's responses based on their measured personal characteristics; 3. Examine whether statistically significant differences exist in parent's responses based on their measured family characteristics.

Research sample

The sample included 759 parents of children that are starting elementary school next year from the Republic of Serbia. This convenience sample consisted of 74.2% mothers and 25.8% fathers. The majority of parents were from the urban areas (55.7%), while the remaining parents are from suburban (17.5%) and rural (26.7%) areas. In regard to the educational attainment of parents, the majority of them have completed high school (60.7%), followed by those with a college degree (29.4%) and those with only primary education (7.1%). A smaller proportion of parents have attained a master's or a doctoral degree (2.8%). The age of the surveyed parents ranged from a minimum of 21 to a maximum of 55 years, with an average age of 35.98 years. The majority of parents and their children (92.4%) live in two-parent families, and 7.6% live in single-parent families. Among the total number of surveyed parents, the majority have two children (57.6%), followed by parents with one child (23.5%), and finally, parents with three or more children (19.0%). The structure of the sample, based on the parents' transition experience and previous experiences of cooperation with the preschool institution, is presented in Table 1.

Table1. *The sample structure based on transition experience and previous experiences of cooperation with the preschool institution*

		N	%
Previous transition experience	Parents whose older child(ren) have transitioned from preschool to school	371	48.9
	Parents going through transition for the first time	388	51.1
	Total	759	100.0
Cooperation with preschool	Parents whose child attended kindergarten before preparatory program	539	71.0
	Parents whose child is entering an institutional environment for the first time	220	29.0
	Total	759	100.0

Research methods, techniques and instruments

The research employed descriptive and correlational methods, while the survey and scaling techniques were used for data collection. The research was conducted using an instrument that included two segments – Questionnaire on general data of respondents and Scale of the perception of parent's role during transitional period.

Questionnaire on general data of respondents was constructed for the purposes of this research and is consisted of questions about personal and family characteristics of the respondents such as gender, age, place of residence, educational level, number of children in the family, family structure, prior experiences related to school transition, and previous experience of parents in cooperation with kindergarten.

Scale of the perception of parent's role during transitional period is a modified version of the Parental Role Construction for Involvement in the Child's Education Scale (Hoover-Dempsey & Sandler, 2005). The modification of certain items was done due to the need to adapt the scale to the specificities of the parental role during the child's transition from preschool to school. The applied scale contains nine items, and the respondents expressed the degree of agreement with each statement using a five-point Likert scale (from 1 - I do not agree at all, to 5 - I completely agree). An example item is as follows 'My responsibility as a parent is to check that the future school environment has everything my child needs'. The reliability of the entire scale at the level of our sample was shown to be high, given that Cronbach's coefficient alpha both during the pilot study and on the sample within the main study was .88. In both pilot research (54.28% variance explained) and the main research (52.14% variance explained), one factor was identified, justifying the interpretation of this scale as a single factor scale.

Data collection and analysis

In order to check the metric characteristics of the instruments, a pilot study was initially conducted on a sample of 80 parents, which was followed by the main study. Preschool teachers mediated in data collection, providing parents with the possibility to complete the questionnaire either individually, at home, or during parent meetings, based on their preferences and capabilities. For this reason, along with informing respondents about the research's purpose, the instrument included a reminder about the anonymity of their participation and the use of the collected data solely for scientific purposes. Parents were also informed that their participation in the research was voluntary and that they could withdraw at any time. In terms of respecting ethical procedures, the research was conducted in accordance to Code of Academic Integrity of the University of Novi Sad, especially Article 7. which refers to the scientific research with human research participants. Approval for this research was provided by the Council for doctoral studies of Faculty of Philosophy

and validated by the University of Novi Sad Senate (No. 04-29/37, February 22, 2018). The collected data were analysed using the SPSS 17 software package. To determine homogeneity of the scales, Cattell's criterion was used, while the discriminative ability of the scales was evaluated using Kolmogorov-Smirnov test. In addition to descriptive statistics measures (such as mean, standard deviation, frequencies, and percentages), the following statistical procedures were employed: t-test for the independent samples, One-way analysis of variance (ANOVA), and Pearson's correlation coefficient.

Results

Perception of parent's role during the transition period. Parents' perceptions of their own responsibility regarding various tasks during the child's transition to school were assessed using a five-point Likert scale. Table 2 shows the results obtained based on descriptive statistical analysis.

Table 2. Descriptive indicators of the Parental Role Construction for Involvement in the Child's Education Scale

N	Min	Max	Mean	SD	Skew	Kurt
759	2.11	5.00	4.54	0.41	-1.03	1.83

The majority of parents have a well-developed awareness of their role during the child's transition to school. However, to gain insight into parents' perception of individual aspects of the parental role, each item was analysed individually. The results are presented in Table 3.

Table 3. Individual items analysis on the Parental Role Construction for Involvement in the Child's Education Scale

No.	During the preparatory period for my child to start school, I believe that my responsibility as a parent is:	N	Min	Max	Mean	SD
8.	... to provide my child with adequate conditions for learning at home.	758	2	5	4.72	0.48
6.	... to talk with my child about their day in preschool.	758	2	5	4.69	0.50
5.	...to regularly monitor my child's progress and achievements.	759	1	5	4.67	0.52
7.	...to help my child during learning activities.	758	1	5	4.64	0.58
3.	...to help my child function successfully in an institutional environment.	757	1	5	4.59	0.53
1.	...to communicate with my child's teacher regularly.	758	1	5	4.55	0.58
9.	...to make sure that the future school environment has everything my child needs.	758	2	5	4.44	0.63
4.	...to participate in the activities organized by preschool or school.	758	1	5	4.34	0.70
2.	...to establish contact and talk with other parents from my child's preschool.	758	2	5	4.24	0.66

The results show that parents highly value the importance of their parental role during the transition period, as the mean values of each item individually are above 4. Further analysis reveals that parents consider providing the child with adequate conditions for learning at home as the most important aspect ($AS=4.72$), whereas establishing contact and talking with other parents are rated the lowest in importance ($AS=4.24$).

Perception of parent's role, transitional experience and cooperation with kindergarten. Differences in perception of parent's role regarding parental experience in transition and cooperation with kindergarten were investigated using the independent samples t-test. The results presented in Table 4 indicate that there is no statistically significant difference in perception of a parent's role between

parents who had an experience of the transition process with their older child and those experiencing this transition for the first time.

Table 4. Differences in perceptions of the parent's role based on transition experience

	N	Mean	SD	T	df	P
Parents who have a transition experience	371	4.54	0.41	-0.42	757	.68
Parents who do not have transition experience	388	4.55	0.41			

Similar results were obtained when it comes to the variable cooperation with the kindergarten. The t-test results show no statistically significant differences in perception of parent's role between parents whose child was already attending kindergarten and those who are cooperating with institutional setting for the first time during the transitional period (Table 5).

Table 5. Differences in perceptions of the parent's role regarding kindergarten cooperation

	N	Mean	SD	T	df	P
Parents whose child attended kindergarten in previous years	539	4.53	0.41	-1.86	757	.06
Parents whose child is in an institutional setting for the first time	220	4.59	0.41			

Perception of the parent's role and parents' personal characteristics. Differences in the perception of the parent's role concerning parental characteristics were investigated using the Pearson correlation coefficient (r). Our analysis revealed that there was no significant difference in the perception of the parent's role in relation to the age of the parents ($r = -0.07$, $p = 0.06$).

The analysis of the differences in perceptions of the parent's role depending on the parent's gender and level of education was conducted using the independent sample t-test. It was found that mothers exhibit a more developed awareness of the parental role compared to fathers. Also, the difference in perception of parent's role perception during the transition period was not statistically significant among parents of different educational attainment (Table 6). One-factor analysis of variance (ANOVA) was used to test the differences in perceptions of the parent's role based on the environment in which the family resides. It was determined that there is no significant difference in their perceptions among the parents from urban, suburban and rural areas (Table 6).

Table 6. Differences in perceptions of the parent's role based on gender, educational attainment and place of residence

Gender	N	Mean	SD	T	df	P	
Mothers	563	4.58	0.40	3.54	757	.00	
Fathers	196	4.46	0.44				
Educational attainment	N	Mean	SD	T	df	P	
High school and lower level	515	4.56	0.41	1.74	757	.08	
Higher education	244	4.51	0.42				
Place of residence	N	Mean	SD	Df1	Df2	F	P
Urban area	423	4.55	0.42	2	756	.12	.89
Suburban area	133	4.53	0.42				
Rural area	203	4.55	0.41				
Total	759	4.54	0.41				

Parent's role perception and family characteristics. A t-test was used to analyse the differences in perceptions of the parent's role regarding family characteristics. It was found that there is no significant difference between parents from two-parent and single-parent families in the perception

of the parental role. Also, the results of the one-factor analysis of variance show that the perception of the parent's role during the transition period does not differ among parents with one, two, and three or more children (Table 7).

Table 7. Differences in the perception of the parent's role based on family characteristics

Family structure	N	Mean	SD	T	df	P	
Two-parent families	701	4.54	0.42	-1.32	757	.19	
Single-parent families	58	4.61	0.37				
Number of children	N	Mean	SD	Df1	Df2	F	P
One child	178	4.50	0.42	2	756	1.12	.33
Two children	437	4.55	0.42				
Three or more children	144	4.57	0.40				
Total	759	4.54	0.41				

Discussion

Based on the obtained results, it can be concluded that the majority of surveyed parents possess a well-developed awareness of their role in a child's transition from preschool to school. This finding is consistent with earlier research (Anderson & Minke, 2007; Ristić Dedić & Jokić, 2023), which indicates that parents' construction of their role includes active participation in their children's education, as well as that they perceive themselves as responsible for various tasks during the preparatory period for school (Reichmann, 2011/2012). They demonstrated awareness of the importance of the parental role in the transition process and believe that they are responsible for supporting the school during their children's education.

When considering individual aspects of parental role, the surveyed parents generally perceive them similarly. However, there are differences in the perceptions of the level of responsibility for certain tasks specific to the process of transition to school. More specifically, parents have assessed that their greatest responsibility lies in *providing their child with adequate conditions for learning at home*. This finding is confirmed by the results of similar research (Correia & Marques-Pinto, 2016) where parents acknowledge the significance of the family environment as an important factor in the child's adjustment to the new educational setting. They emphasized the importance of structure and organization in the family home, as well as their educational role. In addition to emphasizing the provision of adequate learning conditions at home, other notable aspects emerged, including *engaging in conversations with the child about their day at preschool, consistently monitoring the child's progress and achievements, and providing assistance during the learning process and support for their successful integration into the institutional environment*. The obtained findings align with certain perspectives on parental involvement within the family home (Menheere & Hooge, 2010; Oostdam & Hooge, 2013), which highlight that effective parenting at home entails providing a secure and nurturing environment. This includes fostering the child's intellectual development through communication within the adult-child relationship, as well as emphasizing the value of education and setting high expectations for the child's success in the school environment. Earlier research (Lara-Cinisomo et al., 2008, quoted in Arndt et al., 2013) indicate that preschool teachers recognize parent's responsibility in preparing children for school is reflected through promoting learning in a stimulative family environment. Furthermore, some studies (White et al., 2020, according to Liu et al., 2022) indicate that parents can support their child's transition by aligning family routines with those in educational institutions by implementing changes in daily routines at home.

Parents perceive themselves as less responsible for establishing contact and communicating with other parents from their child's preschool compared to other responsibilities during the transition period. This raises the question of possible ways to connect parents, considering the professional opinion (Griebel & Niesel, 2003, 2013; Jindal-Snape & Hannah, 2013; Klemenović, 2014) that parents of school-going children, as well as those undergoing the transition process, should serve as

valuable sources of information and support for 'new' parents. Furthermore, the surveyed parents perceive themselves as less responsible for participating in preschool- or school-organized activities, assessing the future school environment, and maintaining regular communication with the preschool teacher compared to their other parental responsibilities during the transition period. Research (Hanke et al., 2017) shows that parents' attitudes toward their child's transition to school are positively influenced by information provided by preschool and primary school teachers about activities that connect preschools, schools, and families. Moreover, educators' efforts enable parents to support their child during the transition to school. Differences in how parents perceive their role during their child's transition to school were examined based on their previous transition experience, cooperation with preschool, and personal and family characteristics. However, the significant differences were found only in parent's perception of their own role related to parental gender. Specifically, mothers demonstrated a more developed awareness of their parental role compared to fathers. Such finding is unsurprising, as previous research (Biber, 2016; Jafarov, 2015) highlights the traditional division of roles within families. Fathers are often more involved in meeting the family's economic well-being, while mothers traditionally take on a more prominent role in caring for children, which includes overseeing their school responsibilities and academic progress. Although the family has experienced numerous transformations towards fostering egalitarian relationships and increasing the practice of co-parental functioning (Ljubetić, 2007; Zuković, 2012), the presented results suggest that gender stereotypes persist even today, which also reflects on the tasks and responsibilities of the mother and father.

This research has its limitations, primarily related to the challenge of generalizing the findings due to the use of convenience sampling method. Another limitation of the study is the chosen structure of the sample, which may impact the representation of various relevant subjects and environments whose interconnectedness during the child's transition to school is important. A more comprehensive understanding could be achieved by expanding the sample in the following research on this topic. This would also involve examining the perceptions of preschool and first grade teachers regarding their roles during this process. Another limitation is related to the use of survey method and self-assessment techniques, because they provide the possibility of giving socially desirable answers. Hence, in future research, alternative qualitative research techniques such as interviews or focus groups could be incorporated. This would enable respondents to express their opinions on the topic in greater depth.

Conclusion

The obtained findings show that most of the surveyed parents have positive beliefs about the importance of their own role during the child's transition from preschool to school, but that mothers, compared to fathers, recognize the importance of this parental role to a greater extent. This finding underscores the importance of raising awareness among fathers about their involvement in transition activities and highlights the need to create more opportunities for their active participation in transitions, both in the family and institutional environments (Kadar-Satat et al., 2020; Siddiqi, 2020; Wang & Chen, 2024). Additionally, it was found that parents tend to construct their role in the child's transition to school more based on their actions within the family environment rather than in the institutional setting. These findings suggest the continued presence of traditional parental role divisions and a traditional approach to collaboration between the family and educational institutions, characterized by divided roles for each side. This conclusion highlights the necessity for enhanced efforts to promote co-parenting (Tao & Lau, 2021), and foster partnership between families and educational institutions (Polovina, 2008; Tobin et al., 2022; Zuković, 2018). Although certain characteristics of parents are linked to their lower involvement in activities at the preschool, the characteristics of preschool teachers and institutional practices are cited as stronger predictors of cooperation (prema Jelić et al., 2018). In that sense, it is important to keep in mind that the institutions/professionals are the ones who should initiate a partnership and create opportunities for parental involvement and engagement in children's learning (Jelić & Buha,

2024; Krstić, 2017; Pavlović Breneselović, 2014; Polovina, 2018). It would be beneficial for professionals to prioritize activities (such as joint school visits, excursions, digital platforms, etc.) that facilitate socializing and the exchange of parental experiences. Therefore, the goal of empowering and actively involving parents is not only to facilitate the transition, but also to promote learning in the family environment (Petrakos & Lehrer, 2011). In addition to empowering parents, it is equally crucial to empower preschool and elementary school teachers, primarily through on-going professional development in working with parents during the transition period. The essence is that during the transition to school, a collaborative partnership is built between family and institutions. This partnership is rooted in the mutual belief of both family and institutions that parents are a key factor in achieving optimal outcomes during the transition process (Tobin et al., 2022).

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