
Chapter 4

Phase – III

Effectiveness of Educational Transition Programme

Chapter 4

This chapter's main focus is on the effectiveness of the developed Educational Transition Programme (ETP) for facilitating transition from home to preschool.

4.1 Background Information

Majority of the parents (65%) were in the age group of 31-35 years (Table 5).

Table 5 Background information

N=184

	Age Group	Percentage (%)
Parents	26-30	23
	31-35	65
	36-40	12
Children	2 - 3	56.5
	3 - 4	42.9
	Above 4	0.6
Sex ratio	Male	54.3
	Female	45.7
Sibling Stage	First born	64.7
	Second born	32.0
	Third born	3.3

A few of them (12%) were 36-40 years and rest (23%) were between 26-30 years. Out of 184 children, almost half of them (56.5%) were between 2-3 years of age, 42.9% were between 3-4 years age and only one child was above four years. More than half of them were boys (54.3%) and the rest (45.7%) were girls. Among the sample majority of them (64.7%) were first borns, followed by second borns (32%) and only 3.3% of them were third borns.

4.2 Effectiveness of ETP : Responses

The effectiveness was studied by interaction with parents (n=184) and teachers (n=66) immediately after the video screening for their individual feedback (Appendix F). This was achieved through their responses to a structured questionnaire. Furthermore, some of the above said the parents (n=21) and teachers (n=12) were interviewed after three months (Appendix G). The documented results have been presented in two sections -

- Immediate feed back
- Feedback after three months

The ETP was conducted in four schools of Vadodara, namely, Tejas Vidyalaya, Utkarsh Vidyalaya, Meera School and Chetan Balwadi of HDFS Department, Faculty of Home Science. In all 184 parents and 66 teachers formed the sample size for this immediate data collection

on feedback. A set of 33 respondents, both 21 parents and 12 teachers were interviewed after three months for studying the effectiveness in terms of using the messages covered in the film and their memory retention.

4.2.1 Immediate feedback

The immediate feedback was sought through a structured questionnaire to be filled up in the allotted time. The responses were collected, analyzed and further divided into two categories for this presentation as follows-

- i. About the film as a medium
- ii. Content of the film

i. About the film as medium

Majority of the parents (94%) and teachers (95.5%) found the visuals clear throughout the film. Few (5.5%) of the respondents felt that it was not clear in a few places sometimes. None of the respondents reported it as being unclear. All the respondents said that visuals were appropriate to the message covered. James (1988) found that the sound, visuals, appropriate language, speech delivery, logical sequence make the respondents gain positive reaction. The language in the film was found suitable by 78.8% parents and 92.4% teachers. Moreover, 20.7% parents and 7.6% teachers found it very easy. Out of

250 respondents one parent reported that the language was difficult may be because of their being non-conversant with Hindi.

The speed and flow of the film content was found to be comfortable by majority of the respondents (96%). Only a few of them (4%) expressed that it was little fast. None of the respondents reported the delivery of the content as slow. All the respondents agreed that the voice of the commentator in the video was pleasant (Table 6).

Table 6 Responses of parents and teachers about the video film

N=250

		Parents (n=184)		Teachers (n=66)	
		Frequency	%	Frequency	%
Visuals -	Clear throughout	173	94.0	63	95.5
	Not Clear sometimes	08	4.3	03	4.5
	Clear sometimes	03	1.6	00	00
Language -	Suitable	145	78.8	61	92.4
	Difficult	1	0.5	-	-
	Very easy	38	20.7	05	7.6
Content delivery -	Normal	177	96.2	63	95.5
	Fast	07	3.8	03	4.5
	Slow	-	-	-	-

The viewers responded about the quality of the film in terms of appropriateness of visuals, good synchronization between the visuals and sound and adequate duration. Overall the film was rated as

excellent (32%), very good (48.8%), good (18.8%) and fair (0.4%). None of the respondents rated the films as poor.

ii. About the film content

Observations revealed that the respondents viewed the film with keen attention. All the respondents found the message covered in the film as relevant. (Figure 3)

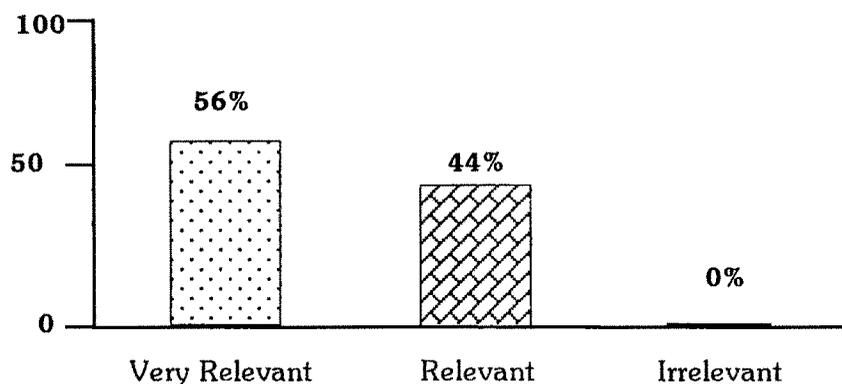


Figure 3 Responses on the relevance of message covered in the film

Out of the total 250 respondents, 140 said that the message covered in the film was very relevant while 110 reported it as relevant. Thus, none of the respondents found the message in the film to be irrelevant.

All the sample subjects stated that there is a need for such a film. A majority of the viewers (54%) expressed that the messages in the film would be useful both directly and indirectly. Almost 40% of the respondents mentioned that it will be useful directly, while, a few of the

respondents (6.4%) expressed that film's messages will be indirectly useful. In fact, all the respondents found the messages covered in the film useful. Goswami (1985) found that teaching aids were essential and very useful in developing a clear concept and learning stimulation.

Besides the opinion of parents about the "ETP" and its relevance it was imperative to know how much of the film ideas the parents have retained immediately after viewing. In this regard the parents were asked to write any two of the messages that the video film communicated. The responses (multiple in nature) were -

- a. Preparation of the child for preschool (n=240)
- b. Teachers role (n=205)
- c. General parenting (n=105)
- d. School environment (n=152)
- e. Activities in the school (n=54)

a. Preparation of the child for school

The inceptive days and months in school are very traumatic for many young children and even stressful for most of them. This is supported by the results of the present study. Out of the 250 respondents who responded 240 of them remembered about the importance of preparing the child for school. Among the various responses mentioned by the respondents after the video screening the more relevant were -

- prepare the child mentally
- prepare the child as per the school timings
- encourage the child to interact and make friends
- dress-up the child in comfortable clothes
- motivate children to eat on their own
- let the child use easy to wear footwear

b. Role of teacher

Any new relation requires certain time to grow and evolve. In reality, interaction among students, teachers and parents should be more frequent during the initial phase of a new session in the school. Since everything is very new to the children, the role of teachers and parents becomes very important to help the children settle easily in the new environment. Spodek (1972) believes that in addition to providing instructions, the teacher serves both as a guide and a helper to the children. The teacher must create a climate in which children gain a sense of trust and confidence (Figure 4). Above all, the teacher provides warm and conducive environment for children.

A teacher's loving and caring attitude can lessen the anxiety of the children. The children, therefore, would be able to relate better and interact with the teacher. The role of a teacher as reported by the respondents (n=205) attending the ETP includes -



Figure 4 Transition process : role of teacher in child's adjustment in school
a. consoling b. story telling c. singing songs

- be like a mother, grandmother and friend
- be loving, caring, soft and kind to children
- be encouraging and convincing
- give attention to individual children
- plan interesting and flexible programme
- help children develop sense of security
- not to compare children
- not to exert pressure on children
- understand the children and their behaviour

c. General parenting

The responses received from the parents clearly revealed that parent's own perspective towards child preparation was greatly enhanced positively by participating in the ETP. Some of their responses in the form of do's and don'ts were as follows -

Table 7 Responses by the parents for child's preparation

N=184

Do's	Don'ts
- Be friendly and loving	- The child need not be forced
- Help the child develop positive attitude for school	- Not to bribe the child for a task
- Have patience and give freedom to the child	- False promises not to be given
- Trust the teachers	- Not to put pressure
- Help the child develop a positive image about the teacher	- Not to scare the child

d. School environment

The environment in the school plays a very important role in the overall development of children. A warm, stimulating and conducive environment of the school will help the child engage in different activities and adjust easily in the new environment of the school. The respondents stated that the school set up and ambience should -

- be attractive
- have variety of toys and books
- allow the parents to be with the child in the initial days
- be positively children oriented
- be warm, secure and non threatening

e. Activities in the school

On the role of various activities provided in the school for children the respondents indicated that the school should -

- have shorter duration of school timings initially
- increase duration gradually for the newly admitted children
- have age appropriate activities
- include songs and stories in their curriculum

Overall results of the immediate feedback of ETP indicated that all the parents and teachers (100%) found the ETP very relevant. The participants were requested to mention about the scenes that touched

their heart. The immediate reactions were compiled and have been classified into two following categories -

i Scenes which evoked positive emotions

- Children singing the song in the end – happy ending (n=17)
- Teachers singing songs with children and children enjoying (n=12)
- Children enjoying use of seesaw, slides and swing (n=10)
- Child sitting in the mother's lap and mother giving a gentle kiss (n=6)
- Message – not to give false promises (n=6)
- Children with their parents entering the school happily (n=2)

ii Scenes which created a negative feeling

- Children crying in the school near the wall and fence (n=92)
- Child running after the mother and teacher following the child (n=57)
- Interview with the mother saying “I cried after I left my child crying in the school” (n=6)
- Parents revealing that the child was prepared to memorize A to Z (n=4)
- A child sitting all alone on the steps (n=4)

As contrast to the scenes that parents appreciated there were some scenes that they did not like. Most of the respondents (n=158)

stated that they liked the whole film with its content. However, the scenes related to children being not happy in the school were not adored by some of the respondents, for example -

- Teacher forcibly taking the child (n=23)
- Parents teaching A to Z to the child (n=19)
- Children while crying going to the school (n=18)
- Making children to sit in a row (n=14)
- Parents saying no for preparing the child for school (n=12)
- Child getting up at midnight and crying (n=2)

The above mentioned scenes were not appreciated by the respondents may be because it is disturbing to notice such behaviours of parents and teachers. In fact, this can be very harmful for children to adjust and their later development. Sowards & Scobey (1961) stated that the most important human relationship that must be satisfactorily established is that between the teacher and children. The teacher must understand children and develop empathy towards them. The teacher must be able to view the world through the eyes of both an adult and a child. The teacher pupil relationship is central in all of elementary school education.

4.2.2 Feedback three months later

The discussion in the introduction to ETP indicated various tips for parents and teachers to facilitate the whole process of transition

from home to preschool. The effectiveness of this package was studied at two levels -

- Immediately, through questionnaire
- After three months, through interviews

The immediate feedback has been already discussed, this part of presentation will focus on the viewers' responses three months later. It is always mandatory to know whether the respondents used the given information while interacting with children. To find out how much information the viewers were able to retain, found useful and put into action, the investigator interviewed some of the parents (n=21) and teachers (n=12) after three months of video film screening. To begin with the investigator asked whether they remembered viewing the film. All the respondents, (100%) agreed they definitely remembered the film. This was expressed in following varied ways -

- Yes ! I do remember quite a bit
- Some topics I remember and also some of the scenes
- Yes ! It was a very good film.
- Yes ! I have a general idea about the film content. One thing I remember very well is that the film was very well made and the content was good. Both me and my husband thought that it was very well done. The language used was very good. More so the dialogue delivery was very well done.

Later on parents were also requested to rate the film as excellent, very good, good and fair.

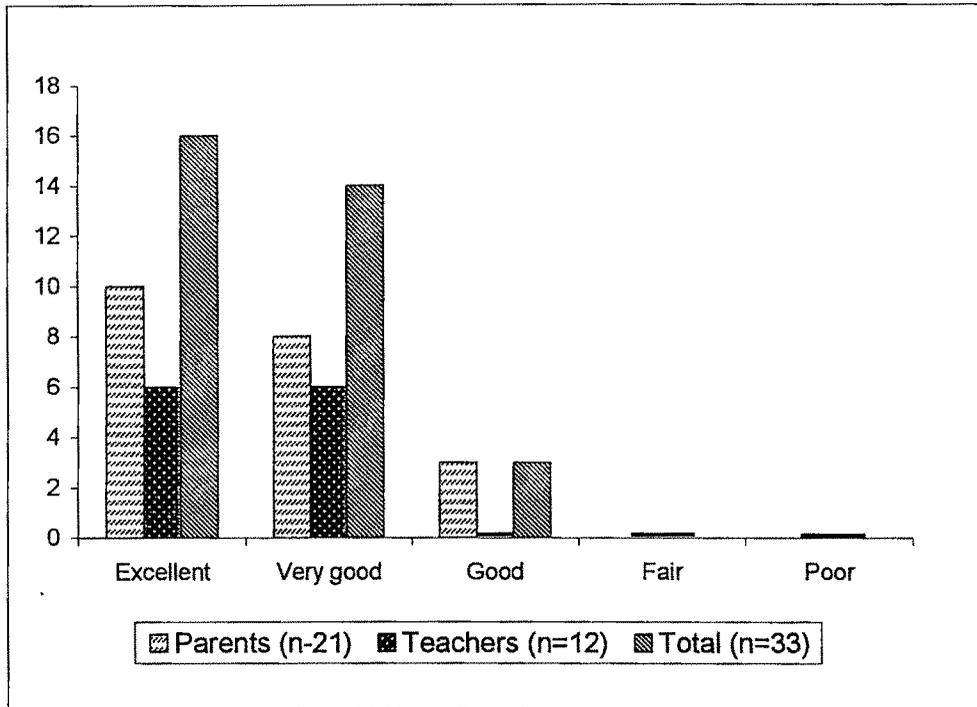


Figure 5 Rating on the video film by parents and teachers documented after three months

It is clearly evident (Figure 5) that sixteen of the respondents rated it as excellent, fourteen as very good, whereas three of them rated it as good. None of the 33 respondents rated the film as fair or poor. In fact, the respondents expressed that -

- “The way the film was made was very good. The scenes which were used to convey the messages were very well selected.”

- “Actually, it was an excellent film. People like us whose first child was going to school have benefitted a lot. We did not know anything about preparing the child for school. I really liked.” Mehta (1989) while studying the effectiveness of UGC programmes found that the impact of the film was affected by the duration, the language, visuals, narrations including examples used.

A. Parental responses

In the present study some scenes and messages remembered by the parents were categorized as -

- i. Of child’s preparation for school
- ii. Teacher’s role / characteristics
- iii. General parenting
- iv. School environment
- v. Activities in the school

i. Child’s preparation for school

a. Routine (n=22)

- Preparing the child according to the time schedule.
- Dress-up the child depending on the season.
- Encourage children to eat on their own.
- Use of easy to wear footwear so that they can wear on their own.

- Encourage children to do their activities on their own for example brushing teeth, wearing clothes.
- Use easy and comfortable clothing.
- Clothes for home, school and party should be kept separately.
- Children should be trained to use toilet.
- Involve children in decision making and let them choose suitable dresses.

b. Emotional (n=28)

- Prepare the child for school both mentally and emotionally.
- Prolonged good byes should be avoided.
- Introduce teachers as a friend and not a threat.
- Let the child find new friends.

c. Social (n=7)

- Should be able to mix-up with others and make friends
- Should be independent.
- Encourage the child to speak full sentences for example, "I need water," "I am hungry etc."

The responses indicated that the parents realized the importance of preparing their child physically, socially and emotionally. The impact of the visuals was so effective that even after three months they were able to remember and recall specific suggestions they noted that would help their child in adjusting to a new environment.

ii. Teachers role / characteristics

- Children should not develop a sense of fear and threat for teacher (n=17)
- Should be cordial like mummy (n=4)
- Teacher should be kind, soft spoken, understanding, loving, encouraging, helpful and caring (n=4)
- Not to compare with other children (n=2)
- Teaching without any pressure (n=2)
- Give individual attention to children (n=1)

Some children are very sensitive. During transition the separation phase is very traumatic and children thus take lot of time to adjust to new environment. Therefore, a great deal of sensitivity is required on the part of the teachers in order to understand different behaviours of children. Teachers should encourage and help them make new friends. This would help children adjust better and easily in the new set-up.

Teachers' loving affectionate and caring attitude can bring the best out of the simple and developing minds to a success. A teacher can help boost the personality of the child. In contrast, developing a sense of threat in children for a teacher may lead to no interactions with the peers and teacher. This in turn may result in lack of confidence and insecurity. Teachers, therefore, ought to be aware of the impact of their interaction and behaviour with children.

iii. General parenting (n=33)

- Parents should be loving, caring, friendly, with lot of patience and sense of understanding (n=25)
- Give enough choice to child regarding dress selection (n=13)
- Parents should not force the child to learn to A to Z and 1 to 20 (n=9)
- A good coordination between parents, teachers and children is necessary (n=5)
- Give enough freedom (n=5)
- Not to force child for a school (n=4)
- Develop a positive attitude for school (n=3)
- Not to give false promises (n=3)
- Involve children in decision making (n=2)
- Child given the time to adjust (n=2)
- Parents must trust teachers (n=2)
- Provide a clear idea about the school (n=2)
- Develop attitudes without over expectations (n=2)
- Crying is an emotional outlet (n=2)
- No bribe based tasks (n=1)
- Not to create any fear for teacher in child's mind (n=1)

The above mentioned responses clearly provided evidence about the parents' ability to remember tips on general parenting which were picked-up from the ETP. Each and every respondent had something or

the other important and significant information to share with confidence, ease and comfort.

iv. School environment

- A warm and homely atmosphere (n=11)
- Attractive toys and other materials (n=10)
- Suitable and good infrastructure (n=6)
- Hygienic and healthy conditions (n=5)
- Provide freedom to work and take decisions (n=2)
- Many children in non-stimulating school environment (n=2)

Environment plays an important role in the child's development. In the present study, almost all the parents shared this opinion. Their expressions indicated that a majority of them (n=11) remembered the importance of warm and homely atmosphere in the school and also the attractive toys and other materials (n=10). Hygienic and healthy atmosphere of the school enhances overall development of the child. Therefore, environment of the school need to be stimulating and inviting.

v. Activities in the school (n=33)

- There should be a thorough interaction between parents, teacher and children (n=12)
- A teacher's warm, loving, caring and sensitive attitude helps in developing personality of the children (n=7)

- School timings to be extended slowly (n=4)
- Songs and story telling activities for children (n=4)
- Age based curriculum for the children (n=3)
- Use of play way approach (n=2)
- Important child oriented activities (n=2)
- Parents to be allowed with their children for initial few days (n=1)

Young children are full of energy and this needs to be channelised in an appropriate manner. Children love listening to expressive stories, singing songs and interacting with the teacher. This is facilitated if there is a good coordination between parents, teachers and children. Teacher should be very open to accept ideas of parents and value their responses. This kind of atmosphere within the school helps create a positive climate which is definitely enjoyable for the children.

4.3 Effectiveness of ETP: Script Messages Practiced by Parents

The information retained was used by the parents in dealing with their children and helping them adjust better in schools. This was used for developing a routine and general parenting

4.3.1 Developing a routine

- “She used to sleep late at night. After viewing the film we changed her timings. Now she sleeps early and in the morning when she wakes up she is very fresh”.

- “Earlier I used to decide her clothes. But now she decides and selects on her own. She is very excited when she selects her dress. Earlier she would insist for a particular dress. Now she decides on her own about the party clothes as well as dresses for the school. It was a big relief for me”.
- “I used to feed her but after the film screening I learned that children should be encouraged to do things on their own. After the film I started serving her in a separate plate. Well before the school started she was able to eat independently”.
- “She disliked brushing teeth and used to take long to brush and therefore I used to do it for her. Through the film I learnt that children should be encouraged to help themselves. I tried doing that and now she brushes her teeth”.

This demonstrated that the ETP helped parents change their rearing practices. The children became more independent and started making respective decision. On the whole, parents were very happy since the change was for the better. Anonymous (1993) noted that involvement of parents in the pre-entrant programmes is very advantageous as it helps -

- children settle more happily, easily and speedily
- children to be more enthusiastic
- parents feel more confident about the child’s involvement

4.3.2 General parenting

- "I did not prepare my elder daughter in this manner. That time I did not know and had no idea that we can prepare children in this manner".
- "This has really helped and I prepared her accordingly. She realized that in the school the teacher will sing songs, tell stories, many toys and more friends will be there and teacher will play with you. I told her you should not feel shy, teacher will love you as I do. After the school started she could talk with confidence to the teacher and now likes to go to school very much. During holidays also she wants to go to school".
- "I used to buy any kind of shoes but now I realized that children can wear on their own the shoes with velcro".
- "I used to wonder why he doesn't play with other children but now after viewing the film I realized all children are different and will behave accordingly. Now, I have stopped getting tensed and don't get worried".
- "I have gained confidence and will be able to train my child better".
- "Earlier I taught him how to read and write and forced to write on the slate and also in the notebook but now I don't force him. At times he wants to scribble on paper and slate. I allow him to do that".
- "I used to get angry, and compare but now I don't. I try my best to have patience and also understand that she will do according to her capacity unlike other children. Now I don't scold her and have also reduced my anger".

The feedback of parents clearly revealed that there was a significant change in their behaviour and attitudes towards children. Parents realized that their earlier approach was not correct and therefore under ETP they rectified their mode of interaction with the children. While responding to the investigator, the parents were very excited and felt satisfied and contented. For some of the parents it was a great achievement to have enough patience and felt more confident about their behaviour with children. Series of studies have already found video as an effective medium in imparting knowledge and bringing favourable attitude amongst students (Yadav, 1988; Jaiswal, 1988; James, 1988 and Donaria, 1988).

B. Responses by the teachers

- “I am in this profession since 11 years and we follow play way approach. So, I knew the basics but the way it was presented was very nice and it helped me in refreshing and remembering certain tips and roles”.
- “Personally, as a teacher I have gained information. Certain things I was not doing in the class but now I can execute them”.
- “As a teacher it has helped me to gain insight and now at least I can also guide parents and prepare them accordingly”.
- “The Educational Transition Programme has helped me to be satisfied that I was following the right approach and my interaction with children is right”.

The teachers' views implied that the ETP was not only beneficial for the parents but was of great help to the teachers as well. It helped teachers to refresh their knowledge and also made them more confident about their behaviour and interaction with children.

4.4. Effectiveness of ETP : Changes Observed on Implementation

As a continuity of the present study, the teachers of the selected schools reported several significant changes in the behaviour of parents and children.

- The level of adjustment compared to last year was much better and the children adjusted very well. Hardly one or two cried. I feel parents must have prepared their children accordingly. Earlier, at times, parents had complains that child did not like to come to school but this year some parents said that their children like to go to school and also there is no problem in getting up in the morning. Crying was much less this year as compared to earlier years.
- *"Is baar bache jaldi settle ho gaye hain. Mere paanch saal ke anubhav mein is baar ke bache ache lagte hain. Aesa laga ki ghar par un par bahut dhayan rakha ja raha hai. Parents kaafi jagrit ho gaye hain"*.
- "Earlier when children cried parents were concerned and did not feel like leaving them. As teachers we told them many time's that you can leave her and she will be fine after

sometime, but still they would peep through the windows and kept hanging around. This year there was no peeping, no prolonged good byes. Parents were more confident and were not anxious”.

- “I could see the change as a supervisor because earlier parents were more worried about their children and had many queries but this year we did not face any problem, almost no complains. Actually, parents knew how to deal with their children, and thus did not panic.
- “This year children adjusted within a week. It was really very good to see children adjusting so easily. They really adjusted very fast”.
- “This year within 15 days children settled so well that it was hard to believe that these children are coming for the first time to the school. There was a drastic change and it became very easy for teachers to handle children as well as their parents. Earlier, it took around two months for them to settle”.
- “There was a vast difference. Initially, I remember my first year, at that time you were not doing such workshop for parents. I was really facing a hard time and children took one month and used to cry a lot and it was very tiring for me and was very difficult to cope-up with. But this year children settled very smoothly. This time I was able to start with their regular programme much earlier as compared to earlier years”.

These views revealed that there was a great difference between the children coming earlier and this year. This year the job became

much easier. No longer they had to spend much time and energy to get children to feel at ease and comfortable in a new setting with new children around. Children were generally happy, interacted with other children and settled easily and faster. The teachers reported that parents were more empowered this year and this could create more favourable conditions at home. The teachers felt parents were equipped with information related to the general behaviour of children during transition from home to preschool and thus did not have much queries and questions. Overall, the ETP, has really helped parents to interact well with children leading to easy and early adjustment in the school.

4.5 General Reflections on Video Film by the Parents

“I learnt a lot from the film and according to me all parents should see it. I found it very beneficial. It is a very good effort”.

“Your film was very nice. In today’s world this should be shown to parents and then they can share with others. Actually in other schools this kind of programme is not there for parents. This type of film need to be shown in all the schools. The way you have prepared the parents it is really very nice. We shared with everybody in our society. They were very happy. In other schools children are forced to learn read and write and nothing else. This type of meetings are not planned well before the school begins. If this type of information is provided before the beginning of school it would be of great help to parents”.



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- “We did not have to sit with her in balwadi. For two days we were with her and then on her own she said not to come now. Now she happily leaves for balwadi. Whereas with our elder daughter we had to sit for about a month. Preparing our younger daughter before starting school has really benefited a lot”.
 - “I have never seen nor heard about such a film for parents on **“how to prepare their children for school.** I have not even come across any reading material on these aspects or even in Indian newspapers. It is a very good and innovative topic and more and more need to be exposed to it and I am sure parents will be benefitted”.
 - “This film should be shown in all the schools. On the basis of this film everybody will know what kind of environment must be there in schools as in most of the schools more emphasis is on literal teaching. At this young age there is a lot of pressure on children and if all these school administrators understand this it would be really good”.
 - “After viewing the film we realized that teachers also care a lot and the film gives a clear idea as to what happens in the school and also we have gained confidence”.
 - “Parents are worried about what will the child do in the school? How will she react? In the film it has been shown that when the child moves to the school may cry and parents at times feel worried. But after viewing the video film we felt that this is a normal response. Actually, parents are also not experienced specially with a first child. Now we

realized that why my child is crying, in fact all children have individual differences”.

- “If you teach orally all these things it may not reach the brain. But since it was through an audio-visual aid I still remember the film contents. Some children were crying, parents waiting outside and teachers playing with children. The picturisation was very good and gave a clarity about the activities in the school. Mentally the film provided a lot of support”.
- “Actually, when school informed about the meeting I thought it would be a general get together and the teacher will take the centre-stage contrary this meeting time was utilized very effectively and to our surprise we realized that for children’s adjustment also people make films. Actually I feel this is really needed as everyone goes through a difficult phase when the child goes to school for the first time. This film really prepares parents very well for the first transition from home to preschool.

There is a clear indication that the ETP was very useful for parents. The idea of dealing with this type of a topic was quite relevant and need based. Parents reported that this film provided an absolute and clear picture on the process of transition from home to preschool. This really helped them understand and prepare their child. The use of a video- film for imparting information was also very well appreciated. On the whole, parents found the ETP very informative with practical and useful tips for parents teachers and school as well.

4.6 Observations on Video Film by Teachers

- “It was for the first time we could see such a film and we gained a lot of confidence. This must be shown every year well before the school begins”.
- “I am also a parent and when my daughter went to a play group nobody showed me this kind of a film. I use to wonder at that time why she is taking such a long time to adjust but had I known it would have been an easy process. It is a great relief for parents if they know certain do’s and don’ts for the transition process.
- “Actually the film should be shown 2-3 times as some parents would need reminders since they tend to forget”.
- “Each and every parent must see the film and benefit from it”.
- “It is an excellent piece of work. All points were covered including teachers and parents. The film gave a very clear picture to the parents. The investigator’s idea to focus more on parents’ feelings was very good”.
- “The language used and picturisation is very appropriate, very clear, and able to convey the required messages. It is really very well done”.

The responses revealed that for the first time they could see this type of film which really helped them in gaining confidence. They felt it should be shown well before the child starts going to school. It was noted that this film is a very good resource for parents as it provides a

realistic views and solutions for the transition process. Overall the ETP was found to be of good use to parents and teachers.

Table 8 Messages covered and messages used by parents from ETP

N=184

Messages	
Covered in the ETP for parents	Used by the parents
Establishing daily routine	
Getting up early	***
Toilet training	***
Eating independently	***
Clothes and footwear	
Involve children in choosing clothes	***
Clothes separate for different occasions	***
Comfortable clothes	**
Season based dresses	*
Comfortable and easy footwear	***
Emotional and social readiness	
Help child make requests verbally	*
Prepare child to share materials	**
Relate school as a happy experience	***
Not to bribe child	***
Avoid false promises	***
Discuss activities of the school	**
Teacher as a friend indeed	**

*** Tips used maximum by the respondents

** Tips moderately used by the respondents

* Tips used minimum by the respondents

The messages provided under ETP were found to be very useful. While interviewing the parents it was found that messages related to establishing daily routine, choice of clothes and avoiding both bribes and false promises were used by most of the parents. The messages covered in the ETP were found to be of great use and timely help to overcome worries on child's adjustment in school.

4.7 Conclusion

While conceptualizing and conceiving the whole research programme the investigator had few questions. They were -

- Does preparing the child help adjust better for transition from home to preschool ?
- What is the role of parents when the child leaves home for school for the first time ?
- Are there differences in the transition programmes across various schools ?
- Could there be suitable inputs to facilitate transition from home to preschool ?

The analysis provided evidences that several changes encountered by the child at a time during transition causes stress which is bound to be of concern to the parents. Preparing child helps to adjust better and easily. Therefore, Parents need to prepare children for the school before they move to school. Children must be

taken around their school, classroom, playground and other facilities. Parents must also arrange for the child to meet and play with other children from neighbourhood going to school. Children need to be aware about the school details including who all will be there at school. It is mandatory to foster child's curiosity, ability to listen stories, sing songs, interact and express verbally their needs and wants. In a popular book on "Parenting your child" explained the similar views Mathew (2001).

While studying the transition process at different schools it was found that there were significant differences in terms of teacher-child ratio, school duration, involvement of parents and teachers during the transition process. Activities and the general programme were somewhat similar.

The way in which transition from home to preschool were handled have an important effects on child's future success and happiness as well as ability to enjoy school. Myers (1997) expressed that child's first experiences in adapting to a new environment normally conditions the rest of the school life.

The researcher feels that suitable inputs definitely help facilitate the process of transition from home to preschool. The responses picked up in the present study rightly and clearly claim that the ETP

was of immense help to both parents and teachers including the school administrators. Parents as well as teachers mentioned that such a film is very much need based and very relevant. The use of video in imparting this knowledge on transition process was an excellent idea. Machula (1976), carried on an experiment to determine, effective retention of responses, from exposure to three different forms of media, namely, video-tape, audio-tape and printed transcript presenting the same content. The results indicated that subjects who received the audio tape version had learned significantly less than those who had an access to the other two media (Video-tape and printed transcript).

Similarly, a study conducted to compare the effectiveness of gaining knowledge through video cassette alone and along with hand outs to teach low lost adequate nutrition at low lost Laul (1989). The major objective was to check the suitability of video cassettes for knowledge gain and change in practice. The findings showed that the respondents of both the groups gained required knowledge only after viewing the video cassette. Similarly, the use of video-film was found to be very effective in converging the messages and gaining knowledge including a practice change as exemplified by the respondents in the present novel and significant study on transition from home to

preschool. On the basis of these results the present study proclaimed the intricate relationship between the roles and tasks of parents, teachers and school administrators in facilitating child's transition from home to preschool being more smooth, easy and enjoyable.

