

Teachers' Perceptions on School Readiness of Preschoolers in Urban Bangladesh

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A thesis submitted to Brac Institute of Educational Development in partial fulfillment
of the requirements for the degree of
Master of Science in Early Childhood Development

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Brac University
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Declaration

It is hereby declared that

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3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
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Ethics Statement

Title of Thesis Topic: Teachers' Perceptions on School Readiness of Preschoolers in Urban Bangladesh.

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1. Source of population

Teachers of children aged 3-5 years of Public and English Medium Schools from Urban Areas of Dhaka City.

2. Does the study involve (yes or no)

- a) Physical risk to the subjects (no)
- b) Social risk (no)
- c) Psychological risk to subjects (no)
- d) Discomfort to subjects (no)
- e) Invasion of privacy (no)

3. Will subjects be clearly informed about (yes or no)

- a) Nature and purpose of the study (yes)
- b) Procedures to be followed (yes)
- c) Physical risk (n/a)
- d) Sensitive questions (yes)
- e) Benefits to be derived (yes)
- f) Right to refuse to participate or to withdraw from the study (yes)
- g) Confidential handling of data (yes)
- h) Compensation and/or treatment where there are risks or privacy is involved (yes)

4. Will informed verbal consent be required (yes or no)

- a) From study participants (yes)
- b) From parents or guardian (n/a)
- c) Will precautions be taken to protect the anonymity of subjects? (yes)

5. Check documents being submitted herewith to the Committee:

- a) Proposal (yes)
- b) Consent Form (yes)
- c) Questionnaire or interview schedule (yes)

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Abstract

The study explores how preschool teachers in urban Dhaka, Bangladesh understand children's readiness for school among children aged 3 to 5 years. It focuses on teachers' views about children's preparation for primary school. Data were collected through focus group discussions and in-depth interviews. This research looks at children's developmental skills and the factors that influence their transition to formal schooling.

Teachers describe school readiness as a mix of several abilities. These include basic thinking skills, early language development, emotional control and social interaction. Many teachers believe that all these areas are important for a smooth transition to primary school. However, differences were found between private and NGO run centers. These differences are related to available resources and teaching methods.

Teachers also identify several factors that affect readiness for formal schooling. They consist of classroom settings, teacher preparation, parental involvement, and school expectations. Support from families is seen as especially important. A positive learning environment also plays a major role. The study identifies insight into how early learning preparedness is understood in urban Bangladesh. It suggests the need for better teacher training, improved policies and stronger cooperation between schools and families.

Keywords: School readiness, preschool teachers, urban Bangladesh, early childhood development, qualitative study.

Dedication

This research is devoted to the preschool teachers who willingly shared their valuable experiences, professional insights and thoughtful reflections for this research. Their continuous dedication to supporting young children's growth and preparing them for a smooth transition to primary school has been the true inspiration behind this study. Through their patience and care, they contribute meaningfully to children's learning every day. I would also like to dedicate this work to my respected teachers and mentors whose guidance, encouragement, and academic direction have helped me complete this journey. Their guidance, expertise and constructive feedback have enhanced my understanding of early childhood education and strengthened my confidence as a researcher. This research completing would not have been possible without the cooperation and support of everyone who contributed to it, directly or indirectly. I am sincerely grateful for their trust, time and encouragement throughout this academic journey.

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I am also sincerely thankful to all the preschool teachers who participated in the In Depth Interviews and Focus Group Discussion. Their willingness to share their experiences, professional knowledge, and honest reflections made this study meaningful and authentic. I truly appreciate their time and cooperation despite their busy schedules.

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List of Acronyms

ECD: Early Childhood Development

ECE: Early Childhood Education

ECCD: Early Childhood Care and Development

SDG: Sustainable Development Goals

MOPME: Ministry of Primary and Mass Education

UNICEF: United Nations International Children's Emergency Fund

UNESCO: United Nations Educational, Scientific and Cultural Organization

Chapter I: Introduction & Background

Introduction

A productive human life is dependent on early childhood development (ECD). Investments in early childhood programs has significant long term benefits on individuals, society and the economy. These investments help mitigate negative early experiences for parents, caregivers and those interacting with children, ultimately benefiting children, their families, and the wider community. Children who are prepared for school have a higher chance of succeeding academically (Yoshikawa et al., 2013). In developing nations, readiness for school has emerged as a pivotal focus within early childhood education. It serves as a metric for determining whether young learners possess the cognitive foundations, socio emotional skills, and dispositional maturity required to navigate formal schooling successfully (UNICEF, 2012). Globally, school readiness is no longer defined solely by academic competence it now includes critical domains such as physical health, social emotional maturity and cognitive growth (Pianta et al., 2007; Blair & Raver, 2015). School preparation outcomes vary due to urbanization, socioeconomic inequality and inconsistent preschool quality of the children of Bangladesh (Rahman et al., 2021). The National Education Policy (2010) of Bangladesh's Ministry of Primary and Mass Education (MoPME) prioritizes early learning, with all 5 year olds receiving a year of pre-primary education. However there are still significant disparities in children's first grade readiness, especially in urban areas where government programs coexist with private and nonprofit preschools (Begum & Nasrin, 2019). Teachers play a crucial role in children's transition to school, acting as both implementers and assessors of readiness (Morrison, 2013). In Bangladesh, however, studies have concentrated on

curriculum quality, parental roles, and access to pre-primary education (Aboud & Hossain, 2011; Haque, 2019). Teachers' perceptions of school preparedness and their comprehension of several readiness domains in urban Bangladesh have not been thoroughly studied. Understanding teachers' perspectives is essential, as their underlying beliefs directly shape the expectations and pedagogical strategies they employ. These factors, in turn, significantly influence children's successful integration and adjustment within the school environment.

Statement of the Problem

Many urban pre-primary children are not equally prepared for school is one ongoing educational issue in Bangladesh. Urban students often enter the primary system with inconsistent foundational skills, highlighting a persistent gap between government policy and the actualized preparedness of children entering Grade 1. The National Education Policy (2010) has boosted enrollment, but equitable preparation has not been attained. Although the majority of first graders had pre primary experience, children from low income families and underfunded institutions were frequently ill prepared (World Bank, 2022). Readiness inequalities remain entrenched, fueled by divergent family incomes and fluctuations in both instructional quality and parental engagement. This shows that increasing access alone is not enough of early childhood programs is only the first step, the quality and support structures surrounding those programs are equally vital.

This problem affects the education system from the very beginning of formal schooling. When children lack basic literacy, numeracy and social skills maintaining consistent academic standards becomes difficult. Public and private preschool

variations further widen these gaps. Many schools also lack proper assessment tools and consistent teaching quality which makes it hard to identify and support children who are not ready (Akter, 2019).

The learning process is directly impacted by unequal readiness levels. Children who are not prepared often struggle to follow instructions, understand lessons and participate in activities. Research shows that many students enter primary school without essential reading and counting skills (Haque, 2019; Begum & Nasrin, 2019). As a result, early school experiences may become stressful rather than enjoyable. These children may lose confidence and show limited engagement in classroom tasks. The involvement of students in learning activities is also impacted. Youngsters with poor basic abilities could steer clear of group projects and class discussions. For basic tasks, they might rely significantly on their teachers. Peer connection and school adjustment may be further hampered by emotional and social challenges.

Effective teaching is equally difficult for teachers. Teachers need to devote more time to helping struggling students in settings where preparedness levels vary greatly. This causes other people to pay less attention and postpones finishing the curriculum. Teachers' ability to meet a variety of learning requirements is also limited by their lack of professional training. Despite being crucial in determining students' preparation for school, teachers' opinions are frequently disregarded (Dockett & Perry, 2009).

Another important element is parental awareness. Many parents have little knowledge of early learning preparation, especially in low income neighborhoods. Ineffective planning and support result from a lack of collaboration between parents, educators, and legislators. Additionally, there are less prospects for evidence based change due to the paucity of research on Bangladeshi teachers' perceptions of school preparation.

These factors together widen the readiness gap to a widening readiness gap in urban settings. A critical concern for educators is rendering student unpreparedness and policymakers alike. The success of early childhood education reform is contingent upon a deep understanding of the pedagogical challenges and systemic barriers encountered by teachers in their daily practice. By examining the perceptions and lived experiences of educators, this research seeks to uncover the systemic barriers to school readiness and offer strategic recommendations for improving early childhood outcomes in Bangladesh.

Purpose of the Study

The research investigates how urban Bangladeshi preschool teachers perceive young children's preparedness for school. It looks at how they define and interpret readiness in their everyday classroom practices. Special attention is given to the skills, behaviors, and abilities teachers consider important before children enter Grade 1. Through this, the study provides a clearer picture of how readiness is viewed within urban preschool settings.

It also examines the key dimensions of school readiness from teachers' perspectives. These include academic, social, emotional, and behavioral aspects that support children's learning and adjustment to school. At the same time, the study investigates the challenges teachers face while preparing children for formal education. Limited resources, lack of professional training, insufficient parental support, and classroom constraints are some of the major issues identified. These factors highlight the practical difficulties teachers encounter in promoting readiness.

In addition, the research focuses on the roles and strategies teachers use to support children's transition to primary school. It considers how they encourage learning, guide behavior, and build confidence among young learners. The findings are expected to help policymakers, teacher educators, and school administrators better understand existing gaps and needs. Ultimately, the study offers practical recommendations to improve preschool education and strengthen school readiness among urban children in Bangladesh.

Significance of the Study

A large percentage of research on school preparedness in Bangladesh focuses primarily on children's enrollment rates and academic achievement, which makes this study crucial. However, there hasn't been much focus on the opinions and experiences of preschool teachers. Teachers play a central role in preparing children for formal schooling, yet their experiences, challenges, and professional judgments are often overlooked. Understanding teachers' views is necessary because they directly influence how school readiness is interpreted, assessed, and promoted in classroom settings. Therefore, this research is needed to provide a deeper and more realistic understanding of school readiness from the practitioners' point of view. The results of the study could be helpful in enhancing curriculum creation, teacher preparation programs and Early Childhood Education classroom procedures.

By identifying teachers' perceptions and the challenges they face, this research can help teacher educators design more relevant and practical training modules. School administrators and curriculum planners may also use the results to develop learning materials and teaching strategies that better support children's readiness for primary education. In addition, parents and community stakeholders may benefit from

increased awareness about the importance of early learning and supportive home environments. At the policy level, this study may contribute to more informed and effective decision making in early childhood education. Policymakers can use the findings to improve existing policies related to preschool education, teacher professional development, and resource allocation. The study may also support the development of assessment tools and monitoring systems that reflect classroom realities. By incorporating teachers' perspectives, policy initiatives can become more responsive to the actual needs of schools and learners.

Furthermore, this research will help fill the existing knowledge gap in the field of early childhood education in Bangladesh. Since limited studies have explored teachers' views on readiness for school, this study provides new, context specific evidence. It contributes to the academic literature by presenting locally grounded insights into how readiness is understood and practiced in urban preschools. This new information will strengthen the research base for future studies and educational planning. Lastly, the findings of this study are expected to support the overall improvement of early childhood development in Bangladesh. By highlighting effective teaching practices, existing challenges, and areas for professional support, the study can help create more inclusive and supportive learning environments. Ultimately, this research explore to promote better preparation of young children for formal schooling and to enhance the quality of early childhood education in urban areas.

Research Questions

1. i. How do preschool teachers conceptualize school readiness in urban Bangladesh, including the developmental domains.

ii. They consider it important and how these domains shape their understanding of readiness?
2. What challenges do preschool teachers perceive in supporting school readiness among preschoolers in urban Bangladesh?

Operational Definitions

School Readiness: The ability of a child to successfully participate in and gain from early learning experiences in terms of their physical, cognitive, social, emotional, and language skills is known as school readiness.

It encompasses the specific skills and behaviors such as following directions, taking turns, identifying letters and numbers and communicating needs that are required to transition in a formal educational setting. This study uses the three dimensional model developed by UNICEF (2012) which highlights the preparedness of families, schools and children for early learning. This model requires defining not only the Ready Child (developmental milestones and behavioral self regulation) but also Ready Families (the home learning environment and parental support) and Ready Schools (the institution's capacity to provide child friendly, adaptable, and inclusive learning environments). By integrating these three pillars, successful early learning is a shared responsibility between the child's internal skills and the external systems that support them.

Preschoolers: Children aged 3 to 5 years are referred to as preschoolers. In this stage, they are growing quickly and activities that help develop their basic motor skills can increase their physical activity and reduce the time they spend sitting. Engaging in structured and unstructured physical activities during early childhood helps improve motor competence, promotes active lifestyles, and reduces sedentary behavior (UNICEF, 2019). These early movement experiences also support children's overall health, learning readiness and self confidence. The study particularly refers to children attending Early Childhood Development (ECD) centers in Dhaka, Bangladesh. These centers may be run by private companies and the government or non governmental organizations. Each type of provider differs in terms of resources, teaching practices, learning environments, and parental involvement (Bangladesh Bureau of Educational Information and Statistics [BANBEIS], 2021). As a result, children's learning experiences and developmental opportunities may vary considerably across different ECD settings.

Preschool Teachers: Preschool teachers are educators who work in preprimary or Early Childhood Development (ECD) classrooms in public, private or NGO affiliated institutions in the Uttara, Dhaka urban area with children ages 3 to 5 years. They are primarily responsible for educating children between the ages of three and five years during a critical period of early development. The teachers in this area should take part in daily classroom activities, have at least two years of experience in early years education and help prepare children for entering first grade.

Teachers' Perceptions: Teachers' judgments, interpretations, expectations, and subjective understandings of students' preparedness for school are referred to as teachers' perceptions. These perceptions shape how teachers define preparedness and evaluate developmental competencies. They also influence decision making, teaching practices and interactions with students and parents. In the context of school readiness teachers consider factors such as emotional development, social skills, language exposure and family background. Their beliefs affect how they assess children's abilities and identify readiness gaps. Teachers' perceptions directly guide the design of learning activities and classroom management strategies. Educators with positive and developmentally appropriate views are more likely to adopt supportive, child centered approaches (Dockett & Perry, 2007). Conversely, rigid or limited perceptions may result in unrealistic expectations for young learners. Such perceptions can reduce opportunities for children's active participation and engagement. Overall, teachers' perceptions significantly influence children's early learning experiences and their transition into primary education (Pianta, Cox, & Snow, 2007).

Urban Bangladesh: Urban Bangladesh refers to densely populated cities that have a mix of different educational and economic settings. These areas often have many schools, including both public and private preschools. In this research, the focus on preschools located within the Dhaka urban regions. Dhaka represents a complex educational landscape where institutions serve children from diverse socioeconomic backgrounds. These preschools reflect a wide range of teaching approaches, curriculum models, and support systems, making them suitable for examining variations in early childhood education practices (World Bank, 2022). These schools represent a variety of teaching approaches and resources available to children.

Chapter II: Literature Review

This chapter reviews existing literature on school readiness with a particular focus on preschool teachers' perceptions. It shows how teachers conceptualize school readiness, the developmental domains they prioritize, and the cultural and contextual factors that shape these perceptions. The chapter also reviews literature related to school preparation in Bangladesh and identifies challenges that influence teachers' understandings and practices in urban preschool settings. By synthesizing global and local research, this chapter establishes the conceptual foundation for exploring teachers' perspectives on school readiness among preschoolers aged 3 to 5 years.

Teachers' Conceptualization of School Readiness

School readiness is a broad concept that reflects a child's ability to adjust to formal schooling. Earlier definitions of school readiness primarily focused on pre-academic skills such as early literacy and numeracy (Meisels, 1999). However, over time, scholars have argued that such narrow definitions fail to capture the broader developmental capacities required for school adjustment. Teachers define school readiness based on what they expect children to know and do before entering school. Studies in different contexts show that teachers generally adopt a holistic understanding of readiness rather than viewing it solely through an academic lens (Kagan et al., 1995; Dockett & Perry, 2009). Teachers often identify children's emotional regulation, ability to follow routines, positive peer interaction and effective communication as central indicators of readiness (Pekdogan & Akgul, 2016; Ip et al., 2015). Emotional and self regulation in particular is frequently highlighted as a critical skill that enables children to cope with classroom expectations and participate meaningfully in learning activities. As a result, school readiness is increasingly understood as an ongoing developmental process shaped by children's experiences

rather than a fixed set of skills acquired prior to school entry. This expanded understanding is reflected in UNICEF's (2012) conceptual framework, which identifies three interrelated dimensions of children's readiness for school, families' and communities' readiness to support learning, and preparation for school to accommodate diverse learners. This framework aligns with Bronfenbrenner's Ecological Systems Theory (1979), which emphasizes the interaction between children and their home, school, and broader social environments. From this perspective, readiness is influenced not only by individual development but also by contextual and institutional factors. Evidence from low and middle income countries suggests that early gaps in school readiness tend to widen over time, particularly when children lack access to supportive learning environments (UNESCO, 2021; Rahman et al., 2021). Recent studies further emphasize the growing importance of social-emotional skills and self regulation as predictors of early school success (Pandey et al., 2021; OECD, 2023). These findings explore the need to show how school readiness is interpreted by teachers who work directly with young children. Teachers' professional training and experience also shape how readiness is conceptualized. Educators with formal training in early childhood education are more likely to describe readiness as encompassing cognitive, social, emotional, physical and language development (Brown & Lan, 2013; UNESCO, 2021). In contrast, teachers with limited exposure to child development frameworks may place greater emphasis on academic indicators, often due to institutional pressure or curriculum demands. These variations highlight the importance of exploring teachers' own definitions of school readiness within specific educational contexts.

Teachers' Perceptions of School Readiness

Teachers' opinions, expectations, and judgments about how ready children are for formal education are referred to as their views of school preparation. Teachers' classroom experiences, professional development, institutional norms, and cultural values all influence these perceptions (Pianta et al., 2007). Research from Western contexts, including Australia and the United States, shows that teachers often prioritize social competence, emotional regulation, cooperation, and positive classroom behavior over pre-academic skills (Dockett & Perry, 2009; Rimm-Kaufman et al., 2000). Teachers commonly report that children who can follow instructions, manage emotions, and interact respectfully with peers adjust more easily to school routines and learning demands. Teachers' perceptions play a significant role in shaping classroom practices and assessment decisions. How teachers define readiness influences how they evaluate children's abilities and the types of learning experiences they provide. Studies suggest that teachers who hold broader, developmentally appropriate views of readiness are more likely to support children's holistic development rather than focusing narrowly on academic performance. Because teachers observe children's strengths and challenges on a daily basis, their perceptions provide valuable insights into how readiness is enacted in real classroom settings. Understanding these perspectives is therefore essential for bridging the gap between policy frameworks and classroom realities, particularly in urban preschool environments where children's backgrounds and experiences vary widely.

Cultural and Contextual Influences on Teachers' Perceptions

Teachers' perceptions of school preparation are deeply embedded within cultural and social contexts. In South Asian societies, including Bangladesh, readiness is often associated with moral behavior, discipline, obedience, and respect for authority (Rao & Sun, 2015). These values reflect broader cultural expectations related to classroom order and social harmony. As a result, teachers may emphasize behavioral readiness and social conduct alongside, or sometimes above, academic skills. Such culturally grounded interpretations differ from dominant Western models of readiness, which tend to emphasize individual autonomy and cognitive development. Consequently, universal readiness frameworks may not fully capture the competencies that are valued in local contexts. Institutional factors also shape teachers' perceptions. Curriculum requirements, class size, resource availability, and assessment practices influence how readiness is understood and prioritized. Teachers working in resource constrained environments may focus more heavily on academic outcomes due to parental expectations or examination oriented education systems. In contrast, teachers with access to professional development in Early Childhood Education are more likely to adopt play based and child centered approaches. Recent research indicates that targeted professional development enhances teachers' ability to recognize readiness across multiple developmental domains and to apply developmentally appropriate practices in the classroom (UNESCO, 2021; Khan & Karim, 2022). These findings highlight the importance of situating teachers' perceptions within their cultural, institutional, and professional contexts.

Teachers' Perceptions of School Readiness in the Bangladeshi Context

Since one year of pre-primary education became mandatory in Bangladesh in 2010, pre-primary education has grown significantly. Despite these advancements, problems with consistent curricula, a teacher shortage, and inconsistent quality still exist, especially in urban areas (Rahman et al., 2021; Rashid & Akkari, 2020). Existing research in Bangladesh has largely focused on access to early education, curriculum implementation and children's learning outcomes. Studies indicate that many teachers lack formal training in assessing readiness beyond academic skills, leading to narrow interpretations of preparedness (Begum & Nasrin, 2019). Differences between government, private and NGO run preschools further contribute to variation in expectations and classroom practices (Haque, 2019). Urban preschools in Bangladesh often serve children from diverse socioeconomic and linguistic backgrounds. While government preschools typically emphasize play based learning, many private and English medium schools place strong emphasis on early literacy and English proficiency. These differences can create uneven readiness experiences that become evident during the transition to Grade 1 (Aboud & Hossain, 2011). Although several studies have examined systemic challenges such as parental expectations, socioeconomic inequality, and curriculum gaps, limited research has explored how preschool teachers themselves perceive ready for school in urban Bangladesh. Teachers' lived experiences, interpretations, and challenges remain underrepresented in the literature. This gap highlights the need for qualitative research that foregrounds teachers' voices to better understand how readiness is conceptualized and enacted in urban preschool settings.

Challenges to School Readiness in Urban Bangladesh

Several educational, sociocultural, and structural factors affect children's preparedness for school in urban Bangladesh. These challenges operate across child, family, school and system levels, shaping teachers' perceptions and classroom practices.

I. Inequality in Preschool Quality: Urban preschools in Bangladesh vary widely in terms of teacher qualifications, classroom environments, and available resources. Private institutions often provide more stimulating learning spaces and better trained teachers while community based or low cost centers struggle with limited facilities. These disparities result in unequal early learning experiences and differing levels of preparedness among preschoolers (Aboud & Hossain, 2011; Rahman, Chowdhury, & Alam, 2021).

II. Low Parental Involvement and Awareness: Many urban parents in Bangladesh often focus on academic skills overlooking the importance of social skills, communication and emotional self control when thinking about school readiness. Little cooperation with teachers' research and unrealistic expectations shows that this limited understanding can lead (Kabir & Akter, 2021). Children can feel under pressure and have fewer opportunities for healthy early development as a result of the imbalance between holistic preparedness frameworks and parental expectations. Lack of communication between the home and the school also makes learning reinforcement less consistent, which leaves infants unprepared. Research repeatedly reveals that parental involvement including responsive caregiving, literacy exposure and emotional support greatly boosts children's preparation for school (UNICEF, 2012; Aboud & Hossain, 2011). Based on recent studies (2020–2024), early children learning at home are increasingly affected by digital media use, parental stress, and socioeconomic factors (UNICEF, 2023; Islam & Rahman, 2022). Improving home

school partnerships remains important for preparation. Therefore enhancing children's preparedness outcomes requires strengthening home school partnerships.

III. Overcrowded Classrooms: Several preschool teachers in urban areas are unable to provide individualized support due to their large class sizes. Children's opportunities for hands on learning and personal guidance overcrowded classrooms are essential for developing cognitive and social readiness skills (Rahman et al., 2021). Classrooms that are overcrowded limit individualized support, while inconsistent variable curricular requirements result in different levels of academic pressure or insufficient play based learning (Morrison, 2013). Teachers who have less training in child development frequently rely more on memorization than on developmentally appropriate methods (Rao & Sun, 2015). Further, socioeconomic inequality limits many children's access to high quality early learning opportunities. As a result, preparation gaps emerge between income groups, leaving lower income children less ready for school (Aboud & Hossain, 2011). These barriers to learning impact both children's experiences and teachers' expectations, influencing how readiness is defined within urban early childhood education environments.

IV. Inadequate Teacher Training: The teachers of preschool have limited exposure to early childhood development theories and practices. Teachers may rely on rote methods without specialized training rather than play based or interactive learning strategies. This restricts children's opportunities to develop emotional, social and self regulation skills that are vital for school success (Rao & Sun, 2015; Blair & Raver, 2015).

V. Economic and Social Inequality: Children who are prepared for school are mostly determined by socioeconomic conditions. Youngsters from low income households frequently do not have access to wholesome food, educational resources,

or high quality preschools. As a consequence, when they start formal education, their reading, numeracy and communication skills are worse to those of their more affluent counterparts (UNICEF, 2012; Aboud & Hossain, 2011).

VI. Curriculum and Resource Gaps: In contrast to comprehensive, interactive schools many urban preschools continue to prioritize rote learning and early academic achievement. Children's chances to develop critical thinking and social emotional skills are further harmed by a lack of resources and inconsistent curricular standards. (Morrison, 2013; Sylva et al., 2010).

VII. Difference in Language and Culture: Children from a variety of linguistic and cultural backgrounds regularly attend urban classrooms. When the language of instruction differs from a child's home language it can create communication barriers, lower confidence and slow adaptation to the classroom environment (Rao & Sun, 2015).

VIII. Lack of Cooperation Between Home and School: The home and classroom environments between the continuous gap is a significant obstacle to early childhood development. Although we frequently think of school preparedness as a child's solo journey, it is actually a collaborative process that greatly depends on the relationship between parents and teachers. The child suffers when there is no communication between these two parties. When a teacher promotes one set of behavior expectations while the home environment adopts another, the reinforcement required for learning simply vanishes. This lack of cooperation typically leads to a breakdown of consistency. There is more to this disconnect than just perplexity. Begum and Nasrin (2019) claim that youngsters receive "mixed messages" about what their learning priorities should be as a result of a lack of shared knowledge. When the two most significant authorities in a child's life are at odds, it is difficult for them to concentrate

on readiness skills. These collaborations promote readiness (Dockett and Perry, 2009). Without active cooperation, we are deliberately impeding the child's capacity to make a seamless transition into formal education rather than merely missing a communication channel.

IX. Policy and Implementation Gaps: Bangladesh has taken a major step forward by establishing national policies for Early Childhood Care and Education (ECCE). However, there is a big difference between having a policy on paper and actually making it work on the ground. Right now, the implementation remains quite unbalanced across the country. Many preschools are still struggling because they lack basic oversight, qualified teaching staff, and standardized ways to evaluate if a child is actually ready for school.

These aren't just small administrative hurdles; they are fundamental gaps in the system. When government monitoring is weak and teachers aren't properly trained, it becomes nearly impossible to meet the actual learning needs of toddlers. These policy weaknesses ultimately fail to provide the effective early support that young children require during such a critical stage of their development (Rahman et al. ,2021).

X. Transition and Adjustment Problems: The move from preschool to formal primary school can be quite sudden for children. New classroom routines, expectations, and teaching styles often create stress and make it difficult for them to adjust. In the transition from preschool to primary school, children may face a variety of difficulties, especially when early childhood pedagogy does not align with the greater academic demands of Grade 1. According to recent studies conducted in Bangladesh, a large number of Grade 1 struggle with language, routine adherence and socioemotional adjustment as a result of varying preschool experiences and uneven

school preparedness (Hasan & Rahman, 2023). Research indicates that rapid changes in classroom routines, instructional methods, and learning requirements can cause "transition shock" in children (Kim & Lee, 2023). When primary schools are not prepared to support students with varying levels of readiness, learning outcomes can affect their motivation (UNESCO, 2021). In urban Bangladesh school readiness is influenced by family involvement, curriculum quality and socioeconomic conditions, but teachers' perspectives remain understudied. Large class numbers, inconsistent curricula and inadequate teacher preparation exacerbate these transition challenges, from research across low and middle income countries (Britto et al., 2020; World Bank, 2022). Anxiety and Emotional stress are also common as children struggle to adapt to stricter classroom norms and reduced opportunities for play (Mårtensson & Andersson, 2021; Rouse & Cooper, 2020). In South Asian contexts, the sudden move from informal, play based environments to academically pressured classrooms can be particularly overwhelming (Basu & Banerjee, 2022). Grade 1 Planning is challenging because children arrive with widely different levels of preparation, especially in language and social emotional skills. The majority of current research concentrates in institutional and policy issues, paying little attention to the lived experiences of teachers. The variety of preschool environments private, governmental and nonprofit generates a range of expectations that are still little appreciated. These results emphasize the necessity of deliberate transition strategies, curriculum alignment and improved cooperation between primary and preschool educators.

Chapter III: Methodology

The research process has several steps. It starts with the research approach and method the place where the research is done the people who're part of the research and the tools used to collect information. Then there is a discussion about how the information's collected and analyzed. The research methodology is a way to solve research problems in a way. It is like a science that studies how research is done (Kothari, 2004).

Research Approach and Design

The research design uses phenomenology to understand the experiences of preschool teachers in urban Bangladesh. This approach is suitable because it helps to understand how people interpret and give meaning to their experiences (Creswell and Poth, 2018). The study does not test hypotheses. It seeks to produce comprehensive information to how educators define and promote school readiness. Focus groups and official interviews are used to get the data. This makes it possible to collect comprehensive and extensive data. The interviews and discussion were designed to be flexible and conversational allowing for context specific issues to be explored.

The study uses analysis to identify patterns in the data. This also makes it easier to be sure that the analysis, methodology, and research questions are all in alignment. The sampling method was used to choose the participants, which indicates that they have been selected based on their knowledge and understanding of what was the topic of the study. The participants were teachers with at least two years of experience in early childhood development centers. They were selected from types of institutions including private and public schools to capture diverse perspectives. (Patton, 2015). In advance of data collection provided informed consent was sought, and participation is entirely optional.

Research Site

This research was conducted in preschool institutions located in Uttara, an urban area of Dhaka which is the capital city of Bangladesh. Dhaka is one of the most densely populated and rapidly expanding cities in the country characterized of a diverse and complex education system. There are many Early Childhood Development (ECD) centers and pre-primary schools in Uttara. These institutions operate under public, private and non governmental management. They serve children from different socioeconomic and cultural backgrounds. The preschools vary in infrastructure, class size, curriculum style and learning resources. This reflects the diversity of urban early childhood education settings.

The study included preschools from different administrative backgrounds to reflect this diversity including private, public and NGO affiliated institutions. Some schools follow structured and academically focused programs. Others emphasize play based or developmentally appropriate approaches depending on their philosophy and available resources. Teachers handle large groups with limited assistant support in many classrooms . Class sizes usually range from 20 to 35 children. These conditions influence how teachers understand and apply school readiness practices in daily teaching.

Dhaka was chosen as the research site because urban preschools often face high parental expectations for early academic success and competitive school admission. These pressures can shape how teachers define school readiness. By focusing on this urban setting, the study captures a variety of institutional perspectives while maintaining confidentiality by not revealing specific school names. The urban context therefore provides a meaningful setting to explore how school readiness is understood and practiced.

Research Participants

The preschool teachers were the participants of this research who worked in urban Dhaka. They were selected because of their direct involvement on observing, assessing and supporting readiness of children for primary education. As educators working closely with children aged three to five years, they possess practical knowledge about developmental preparedness and classroom realities. Their daily interaction with children places them to a strong position to reflect on how readiness is understood and promoted in preschool settings.

In this study to represent different institutional contexts a total of six preschool teachers participated. Three teachers were employed in private preschools, while three worked in public or NGO affiliated ECD centers. Participants were male and female educators between approximately 25 and 35 years of age, which reflects the common demographic profile of early childhood teachers in Bangladesh. Each participant held at least a master's degree and several had completed professional training related to early childhood education through workshops or short term courses. Only teachers with at least two years of experience in pre-primary classrooms were included in the study. This ensured that participants could provide informed and practical insights.

Teachers were selected from different types of institutions. This helped the study gather diverse perspectives influenced by curriculum differences, classroom settings, and parental expectations. Strict confidentiality was maintained throughout the research process. No names or identifying information about the teachers or their institutions were disclosed.

Participants Selection Procedure

The study were preschoolers educators who work in urban early childhood schools and who directly assist in getting adolescents ready for going to primary school . Since the research aimed to explore lived experiences and personal interpretations in school readiness the focus was on obtaining rich and detailed insights rather than achieving statistical representation (Creswell & Poth, 2018).

The purposeful selection method was used in find volunteers who could offer thorough and pertinent information in alignment with the study's goals (Patton, 2015). Purposive sampling is commonly used in qualitative research because it allows researchers to choose participants who have direct experience with the topic being studied (Merriam & Tisdell, 2016). Prior to recruitment, formal permission was obtained from selected schools in urban Dhaka. After institutional approval, eligible teachers were invited to participate voluntarily in the study.

Specific criteria were established to ensure the credibility in the data. Participants were required to have a minimum of two years of experience in early childhood education. They also had to be currently teaching children between the ages of three and five. These requirements ensured that they had adequate experience with classroom practices, developmental assessment, and school transition processes.

Before starting the data collection, each participant was clearly informed about the purpose and procedures of the study. Written consent was obtained from all participants. Ethical standards were carefully maintained by using pseudonyms, storing data securely, and protecting the professional identities of the teachers(Creswell & Poth, 2018). The data collected were authentic, relevant and grounded in practical experience of this careful selection process .

Data Collection Tool

The study a semi structured interview guide and a Focus Group Discussion (FGD) guideline have been used two main methods to collect qualitative data. The semi structured interview guide consisted of open ended questions designed to explore preschool teachers' perceptions, experiences and practices regarding school readiness. The questions explored themes that included definitions of school preparation, important developmental domains, assessment procedures, classroom procedures, parental engagement, and difficulties in preparing infants for primary school. They were created in accordance with the goals of the study. The semi structured method allowed researchers flexibility in researching further into participants' feedback while preserving uniformity across interviews.

Similarly, a focus group discussion structure was developed to promote group conversation. The FGD guide included thematic prompts that encouraged teachers to share shared experiences, compare perspectives and reflect on contextual factors influencing children's readiness. The study designed both tools carefully to elicit rich, descriptive data and were reviewed to ensure clarity, relevance and alignment with the phenomenological approach. The audio recording devices were used during both interviews and the focus group discussion to ensure accurate data capture, with participants' prior consent.

Data Collection Methods and Procedure

The study explored metropolitan in Dhaka preschool teachers' perspectives of school readiness using qualitative methods for collecting data. Where included In Depth Interviews (IDIs) and a Focus Group Discussion (FGD). These methods were selected because qualitative approaches are particularly suitable for understanding

participants' lived experiences, meanings and interpretations rather than collecting numerical data (Creswell & Poth, 2018). In depth interviews allow for detailed exploration to individual perspectives, while focus group discussions generate interactive conversation that can reveal shared understandings and diverse points of view. The richness and credibility of the data enhanced the combination of both methods. Six in depth interviews were conducted with six preschool teachers who met the predetermined inclusion criteria. To maintain confidentiality and foster a relaxed atmosphere for candid conversation each interview was done one on one in a private setting. To ensure uniformity while providing room for clarification and follow up questions, a semi structured interview guide was employed. Four hours of interview data were recorded with each session lasting roughly 35 to 40 minutes. With participants' consent all interviews were audio recorded and later transcribed verbatim to ensure accuracy. Oral assent was obtained prior to recording each session.

Additionally, to the interviews, the preschool teachers participated in a focus group discussion to explore their shared perspectives on school readiness. A prepared discussion plan that was consistent with the research objectives established the direction for the about 90 minute FGD. Participants were prompted to consider each other's answers in the group context which led to a greater understanding of common habits and situational difficulties. The session was audio recorded with participants' permission and subsequently transcribed for thematic analysis.

The study was able to document integrating focus group conversations with individual interviews both common experiences and unique memories. In the process of providing a comprehensive understanding of teachers' attitudes and actions about school preparedness, this methodological triangulation enhanced the findings' confidence.

Data Management and Analysis

The qualitative information obtained from one Focus Group Discussion (FGD) and six In Depth Interviews (IDIs) was used to investigate the thematic analysis. This method was selected because it offers an organized method to find, arrange and analyze repeated trends in qualitative data. Thematic analysis was considered appropriate because the goal of the study was to fully understand teachers' opinions and lived experiences surrounding school preparation. Transcription, repeated reading, coding, categorization, theme development and interpretation were among the crucial phases of the investigation. This methodical approach guaranteed that the results were directly related to the stories of the participants while upholding methodological rigor.

The first step in the study was to accurately transcribe all of the focus group discussions and recording interviews. In order to preserve accuracy, this was done. In order to fully comprehend the material, the researcher read the texts multiple times after transcription. Significant remarks regarding classroom procedures, difficulties, family involvement, and school readiness were emphasized. Important terms and concepts from the data were labeled using open coding. To identify parallels and discrepancies, the codes were then compared across all transcripts. Broader groups were created by grouping similar codes together. Subsequently, these divisions evolved into major themes and subthemes that represented common experiences.

The themes required multiple reviews and revisions to guarantee reliability. The blurred lines between themes were resolved, and overlapping concepts were integrated. In the analysis, a uniform coding scheme was used. To reduce personal prejudice, reflective notes were prepared. Since the goal was to comprehend meanings

rather than measure numbers, no statistical techniques were employed. Reliable results based on participants' actual experiences were produced thanks to this methodical and repetitive methodology.

Validity & Reliability

The interview questions were thoughtfully crafted to align with the study's qualitative design and research goals. When research instruments measure what they are supposed to measure, they are said to be valid. Two preschool teachers who were not part of the main study were used to pilot the interview guide in order to make sure of this. Their comments assisted in identifying questions that were repetitious and had confusing wording. To increase clarity and fit with the theme of preschoolers' preparedness for primary school, a few questions were changed. Better alignment with the research topic was assured by these modifications.

The interview questions in order to further enhance the instrument's quality experts from the BRAC Institute of Educational Development (BRAC IED) examine. Their recommendations improved the questions' clarity, structure, and language. This procedure succeeded in preventing following or confused questions. By making sure the questions were simple to comprehend and able to produce thorough answers, the pilot study also improved reliability.

The study's credibility was increased through the application of methodological triangulation. Multiple sources of data were gathered, including observations in the classroom and interviews. By comparing data from several sources, bias was lessened and credibility was increased. During data collection, participants also had the chance to explain or confirm their answers. Accurate portrayal of their opinions was

guaranteed by this member checking procedure. By taking these actions, rigor and credibility were preserved in accordance with the criteria of qualitative research.

Ethical Issues

This research closely follows ethical guidelines. It guarantees each participant's safety, integrity, and respect. Preventing harm and maintaining confidentiality are essential components of ethical conduct. It also entails reducing bias and combating data exploitation. Prior to the collecting of data, formal permission was acquired. The study was accepted by educational authorities and schools. Before fieldwork started, the university's ethical commission also gave its consent. The study was explained in detail to preschool teachers. They gained knowledge of the goals, processes, and purpose. Their rights were also explained to them. Prior to any observations or interviews, written informed consent was acquired. It was entirely voluntary to participate. Instructors may leave at any time. There would not be any adverse effects. Privacy and confidentiality were upheld at all times. Reports included anonymised names and institutions. Professional reputations were safeguarded in this way. Every piece of information was safely kept. Only academic purposes were served by the information. Teachers' choices were promptly respected if they made them uncomfortable. There was no pressure. There were no notable ethical dilemmas. Activities in the classroom were not interrupted by the procedure. There was no discomfort for professionals. After the study, all data will be deleted. This complies with moral standards.

This study used a qualitative methodology. Instead of eliminating bias, reflexivity was used to alleviate it. The researcher recognizes that interpretation may be influenced by personal beliefs. Another factor is having a professional background in early

childhood education. To handle this, the voices of the participants were appropriately represented. Field notes and thorough transcripts were utilized. Bias was lessened through data triangulation. During analysis, continuous introspection was also employed. The study respects rights and upholds transparency. It complies with moral guidelines. Credibility and accountability are maintained in this way.

Limitations of the Study

This study has several limitations. These exist despite careful planning and systematic implementation. First, the research focused only on urban preschools. Specifically, it was conducted in Uttara, Dhaka. Rural or semi-urban settings were not included. Educational environments differ significantly in those areas. Teaching practices and resources vary as well. Time and contextual constraints prevented their inclusion.

As a result, the findings may not be fully representative. They may not reflect the broader perspectives of teachers across Bangladesh. This limited scope reduces generalizability. The conclusions apply primarily to similar urban contexts.

Second, the study relied mainly on self reported data. This came from semi structured interviews. Interviews provided rich details. However, responses may reflect personal bias. Social desirability might also have influenced answers. Teachers may have presented their practices in a favorable light.

Classroom observations were conducted for triangulation. Yet, the sample size was relatively small. The study is also qualitative in nature. These factors limit how much the findings can be generalized. Nevertheless, the study provides valuable insights. It highlights urban teachers' perceptions of school preparedness. It also offers a foundation for future research. Future studies can explore diverse educational settings in Bangladesh.

Chapter IV: Results / Findings & Discussion

Results / Findings

This chapter represents the findings of the study based on qualitative data collected through six in-depth interviews (IDIs) and one focus group discussion (FGD), conducted in January 2026. The study focused on educators' perceptions of school readiness. It looked at their basic schooling practices and experiences. A thematic approach was used in the analysis. This revealed recurrent trends in the answers. Teachers believe that school preparation is a complex concept. It requires both social skills and physical independence. It also covers parental support and cognitive readiness. Consistently, six main themes surfaced. These themes show common professional perspectives. They draw attention to elements that affect the transition to elementary school.

The sources used to derive the themes are listed in the following table:

Source	Date	Participant Type
Interview #1	17-01-2026	Early Childhood Educator
Interview #2	19-01-2026	Primary School Teacher
Interview #3	22-01-2026	Early Childhood Educator

Interview #4	23-01-2026	Primary School Teacher
Interview #5	24-01-2026	Early Childhood Educator
Interview #6	24-01-2026	Primary School Teacher
FGD #1	23-01-2026	Mixed Group of Educators

Every participant was a primary school and early childhood educator. The purpose of pseudonyms is to preserve privacy. They used a theme analysis. Verbatim transcriptions of audio recordings were made. They were coded and examined. After that, themes were arranged. The findings align with the goals of the study. Discussion and interpretation are not included here.

Main Findings: The analysis revealed six major themes related to children's school readiness for primary education:

1. Children's Readiness Skills
2. Emotional and Social Development
3. Classroom Challenges and Inclusive Practices
4. Influence of Screen Time and Technology
5. Teaching Strategies and Professional Development
6. Parental Involvement and Home Environment

Across all six interviews and Focus Group Discussion # (23-01-2026), Participants described readiness as a multidimensional concept. It involves physical independence and emotional stability. It also requires social competence, cognitive engagement, and family support.

Theme 1: Children's Readiness Skills (Physical Independence)

Educators evaluate preparedness primarily in terms of a child's capacity to take care of their own basic requirements. It is believed that this "functional independence" is necessary for academic learning. Teachers have observed that youngsters who have trouble organizing their possessions frequently find it difficult to keep up with the fast paced environment of primary school.

Some of them were:

- Managing school bags and materials
- Opening lunch boxes
- Using pencils and books properly
- Toilet training

One participant emphasized the necessity of self-regulation in daily tasks, stating:

“We observe whether the child can manage their belongings independently.

This helps them adjust easily.” (Interview #2, 19-01-2026)

In the Focus Group Discussion, teachers expanded on this, noting that a lack of independence creates a burden on the instructor. A teacher remarked:

“Some children depend completely on adults even for small tasks. It becomes difficult during class time.” (FGD, 23-01-2026)

This reveals how educators view independence as the cornerstone of preparedness for school.

Theme 2: Emotional and Social Development

The conceptualization of readiness involves a significant part of the child's ability to transition from the home to a social environment. Teachers look for "social competence" is the ability to interact with peers and follow communal rules.

A participant shared describing the emotional barrier many children face:

“To make children feel secure and self-assured, we must establish a comfort zone.” (Interview #3, 22-01-2026)

Teachers recognized essential skills such as:

- Observing directions
- Expressing needs
- Collaborating with peers
- Controlling feelings

A participant noted during the FGD, the consensus was that emotional literacy is a predictor of social success:

“Children who can express their emotions adapt more quickly and form friendships more easily.” (FGD, 23-01-2026)

These findings indicate that emotional security and social competence are critical components of readiness, influencing how children engage with peers and classroom routines.

Theme 3: Parental Involvement and Home Environment

Teachers view preparedness as a result of the home environment as much as a state of the child. They contend that a youngster is only "ready" if the parents are actively involved in the change.

One participant mentioned the foundational role of the family Highlighting:

“Parents are the first teachers.” (Interview # 6, 24-01-2026)

Teachers observed that children with supportive families adjusted better. They were more confident and engaged in learning.

However, challenges were also reported:

- Limited communication with parents
- Lack of awareness about child development
- Inconsistent parenting practices

These results demonstrate that school preparation is significantly influenced by the family environment.

Theme 4: Classroom Challenges and Inclusive Practices

Balancing the variety of learning demands was difficult, according to teachers. A few children showed signs of delayed speech, hyperactivity, or sensory issues.

One teacher explained the difficulty in the initial assessment phase:

“It may require a week or two to identify the child's areas of difficulty.”

(Interview #1, 17-01-2026)

Large class sizes were also a major concern. Teachers found it hard to give individual attention.

A participant said resistance from parents regarding their child's developmental needs was also cited as a major hurdle:

“Parents do not always accept that their child may need extra support.”

(Interview #4, 23-01-2026)

These findings show that the complexity of implementing inclusive practices and the need for greater support in addressing diverse learning needs.

Theme 5: Teaching Strategies and Professional Development

Teachers used different strategies to support learning. These included:

- Play based learning
- Visual aids
- Group activities
- Songs and rhymes

As one teacher shared to manage these challenges, teachers often have to be highly adaptive:

“We always prepare backup plans in case one method does not work.”

(Interview #2, 19-01-2026)

Teachers emphasized flexibility in teaching. They adapted methods based on children’s needs.

They also expressed the need for more training. Areas mentioned included:

- Inclusive education
- Child psychology
- Classroom management

This demonstrates how essential teacher competencies are in fostering preparedness.\

Additional Emerging Findings

The specific research questions beyond, several themes emerged regarding the changing landscape of early childhood education in Bangladesh.

Theme 6: Influence of Screen Time and Technology

A modern challenge frequently mentioned was the negative impact of digital devices on cognitive readiness. Teachers observed a direct correlation between high screen time at home and poor performance in school.

One teacher highlighted the impact on cognitive focus:

“Children’s attention span has decreased because of too much screen time.”

(Interview #5, 24-01-2026)

An overview of the behavioral changes teachers have observed:

Decreased Concentration: Having trouble concentrating on non-digital stimuli.

Impatience: A need for immediate satisfaction identical to that of digital interfaces.

Social Withdrawal: A decreased desire to engage in peer interaction and physical play.

However, they also mentioned that schools use technology in a controlled way. The primary cause for concern was uncontrolled use at home.

Challenges identified included:

- Limited parent teacher communication
- Inconsistent parenting approaches
- Lack of awareness about developmental milestones
- Family conflicts affecting children’s emotional stability

Participants emphasized the importance of regular communication between parents and teachers to support children’s holistic development.

Overall Analysis of Findings

The findings from Interview #1 (17-01-2026), Interview #2 (19-01-2026), Interview #3 (22-01-2026), Interview #4 (23-01-2026), Interview #5 (24-01-2026), Interview #6 (24-01-2026) and Focus Group Discussion # (23-01-2026) indicates that school readiness is perceived by teachers as a multidimensional process.

The results show that school preparedness is a complex process. It encompasses both mental stability and physical independence. It involves not only cognitive skills but also emotional stability, social competence, physical independence, and family support.

Across all data sources, there was strong agreement among participants regarding the importance of these dimensions. Themes such as independence, emotional development, teaching strategies, and parental involvement appeared consistently, while issues like classroom challenges and screen time emerged as important contextual factors.

Overall, the results suggest that school readiness cannot be understood in isolation. Instead, it is shaped by the interaction between children, teachers, families, and the broader learning environment.

Charts, Figures, Tables & Graphs

The majority of the data used in qualitative research are descriptive and thematic. Visual aids, however, can aid in providing a concise summary of patterns. Six in depth interviews (IDIs) and one focus group discussion (FGD) were used to gather data for this study. These resources offered in depth information about how teachers view students' preparedness for school. Some findings, including the frequency of themes across data sources, may be demonstrated mathematically despite the qualitative nature of the investigation. Clarity and comparison are enhanced by the visual presentation of the data.

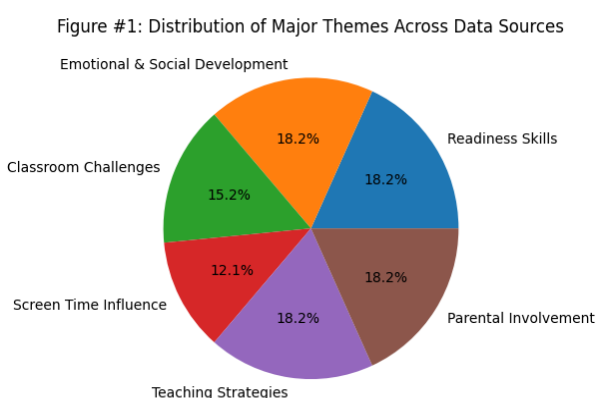
The thematic analysis revealed six main themes. Children's preparation skills, emotional and social development, inclusive practices and classroom challenges, the impact of screen time and technology, teaching strategies and professional development, and parental involvement and the home environment were among them. Two visual representations, a pie chart and a line graph, were created to demonstrate the frequency with which these themes emerged throughout the six data sources.

The distribution and coherence of themes throughout the focus group discussion and interviews are summed up in these figures. They bolster the thorough justifications

already provided in the findings section, especially those pertaining to Themes 2 through 6. In addition to supporting the qualitative analysis, the graphic presentation enables readers to rapidly grasp the importance of each theme.

Figure 1: Distribution of Major Themes Across Data Sources

Figure 1 presents a pie chart illustrating the relative occurrence of each major theme across the six data sources. The chart shows the proportion of sources (interviews and focus group) in which each theme was identified.



Observations from Figure 1:

- All six data sources included references to children's readiness skills, emotional and social development, teaching strategies and professional development, and parental involvement and the home environment. This demonstrates the broad consensus among educators regarding the significance of these areas in preparing students for school.
- Five sources discussed classroom challenges and inclusive practices. This suggests that while some instructors concentrated more on other elements of preparedness, the majority of teachers understood the value of diversity and inclusion.
- Four sources were used to identify the impact of screen time and technology. This implies that although it was somewhat less explored than the other issues, it is a significant issue.

- These results are graphically summarized in the pie chart. The results section's Themes 2 through 6 already had the thorough justifications and quotes. Readers may instantly identify which themes were discussed the most thanks to the chart. For instance, the constant focus on parental participation and independence emphasizes how important they are in assisting kids in adjusting to primary school.

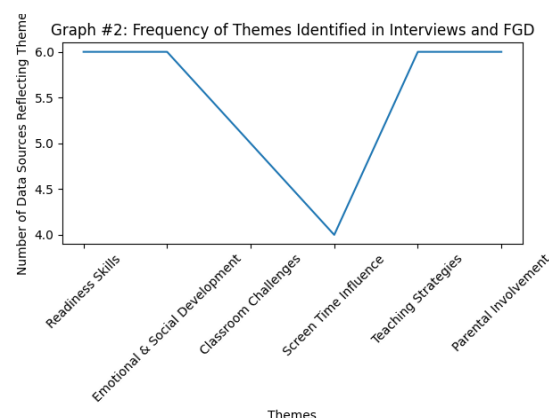
Lastly, the result shows that educators consider school preparation to be multifaceted. It is not just about intellectual abilities. Environmental, social, emotional and physical aspects are also included.

Figure 2: Frequency of Themes Identified in Interviews and FGD

Graph 2 presents a line graph that depicts the number of data sources to provide a different perspective in which each theme emerged. This figure allows for a clearer comparison of the relative prominence of each theme across all interviews and the focus group.

Observations from Figure 2:

- The line graph demonstrates that four themes Children's Readiness Skills, Emotional & Social Development, Teaching Strategies and Parental



Involvement were reflected in all six data sources, emphasizing the high level of consensus among participants.

- Classroom Challenges and Inclusive Practices appeared in five sources, showing slightly less frequency but remaining an important theme in the discussions.
- Influence of Screen Time and Technology appeared in four sources, highlighting it as an emerging concern that is increasingly relevant in modern classrooms but not as universally emphasized as the core readiness skills.

The graph complements the pie chart by emphasizing the absolute number of sources that referenced each theme. The line graph allows a reader to understand while the pie chart shows proportion, the specific consistency of each theme. Across the dataset, representing both the diversity and richness of teachers' perspectives.

Integration of Visual Data with Qualitative Findings

These figures support the findings discussed earlier. They help confirm the main ideas from the analysis.

First, children's readiness skills appear as the most common theme. Both the quotes and the visuals show this clearly. Skills like independence and self-care were mentioned often.

Second, emotional and social development is also very important. Teachers talked about it frequently. The charts also show it as a strong theme. This supports the idea that emotional security helps children adjust to school.

Third, screen time and technology appeared less often. However, the visuals show that it is still an important issue. It reflects changing conditions in children's environments.

These figures make the data easier to understand. They help readers see patterns more clearly. They do not replace the detailed explanations. Instead, they support and summarize them.

The pie chart shows the proportion of each theme. The line graph shows how often each theme appeared. Together, they give a clear picture of the findings. They help explain how teachers view school readiness and what they consider important.

Conclusion: Charts and Figures Section

The visual data in Figure 1 and Graph 2 support the findings presented earlier. They confirm the themes from emotional and social development to parental involvement. All six themes are important. However, some themes appear more consistently than others. Children's readiness skills, emotional and social development, teaching strategies, and parental involvement were highlighted in most responses. Classroom challenges and screen time were mentioned slightly less. Still, they remain important for understanding school readiness. The figures make the findings clearer. They provide a simple way to compare the themes. They also support the qualitative analysis.

Overall, the results show that school readiness is complex. It includes many connected factors such as skills, emotions, teaching methods, environment and family support.

Discussion:

The study followed a qualitative phenomenological approach, which focuses on understanding participants' lived experiences and the meanings they attach to those experiences. In this research, the approach enabled an in-depth exploration of teachers' perceptions, experiences, and practices regarding children's school readiness in real classroom contexts. Through six in-depth interviews (IDIs) and one focus group discussion (FGD), rich, detailed insights were gathered, reflecting how teachers interpret and respond to everyday educational realities in the Bangladeshi context.

The primary objective of this research was to understand teachers' views, experiences and practices related to children's school readiness for primary education. The findings presented in Chapter 4 revealed six major themes: (1) Children's Readiness Skills, (2) Emotional and Social Development, (3) Classroom Challenges and Inclusive Practices, (4) Influence of Screen Time and Technology, (5) Teaching Strategies and Professional Development, and (6) Parental Involvement and Home Environment.

This section interprets these findings in relation to the research objectives and existing literature. Rather than introducing new data, it focuses on explaining how the results confirm, extend, or differ from previous studies, while also highlighting their relevance within the Bangladeshi context.

Understanding School Readiness as a Multidimensional Concept

Teachers in urban Bangladesh are a vital finding of the study that view school readiness as a broad concept. They do not see it as only academic ability. They focus on physical independence, emotional stability and social skills. In many South Asian contexts, readiness is often linked to memorization and early literacy. However the

teachers in this study gave more importance to overall development. They emphasized balance across different areas.

This perspective strongly supports the Holistic Development Theory. It shows that children develop through connected physical, emotional, social and cognitive domains. However, the findings also extend existing literature by showing that teachers' understanding is shaped by practical classroom realities. Unlike some South Asian contexts where readiness is often associated with memorization and academic performance, the teachers in this study placed greater emphasis on children's ability to adjust, interact, and function independently within the classroom environment.

At the same time, the study reveals a notable gap between teachers' and parents' perceptions of readiness. While teachers prioritized behavioral adjustment and overall development, many parents focused primarily on academic skills, such as learning the alphabet. This difference highlights a contextual challenge that is not always emphasized in the literature, suggesting a need for stronger alignment between home and school expectations in Bangladesh.

Addressing Transition Shock through Emotional and Physical Readiness

The literature review discussed "transition shock." It refers to the stress children feel when moving from home to school. The findings of this study confirm that this is a real concern. Teachers reported separation anxiety and emotional instability as common problems.

Teachers emphasized the need for emotional readiness. They try to create a "comfort zone" in the classroom. This helps children feel safe and relaxed. This idea is similar to Pianta's (2007) work on supportive environments. Without emotional support, children struggle to adjust and learn.

However, the significance of physical independence by emphasizing in handling transition shock, the results also add to the body of literature. Teachers in this study placed more emphasis on practical skills like using washrooms and handling personal belongings, whereas other research has mostly concentrated on emotional adjustment. Children who didn't have these abilities were more likely to feel dependent and frustrated, which made it harder for them to shift. The results indicate that being ready for school in Bangladesh entails both functional and emotional preparation.

Classroom Challenges and Inclusive Practices

Teachers reported challenges in managing diverse learners. These consist of sensory problems, hyperactivity and delayed speaking. The outcome is in adherence to earlier research on inclusive education. Florian and Black Hawkins (2011) highlighted that teachers often lack training and resources. The current study shows similar issues in Bangladesh.

However, this research offers an important contextual extension to the literature. In addition to structural limitations, teachers identified parental reluctance to acknowledge developmental concerns as a major barrier. This issue is less emphasized in previous studies and reflects a cultural dimension specific to the local context. It suggests that inclusive practices are influenced not only by institutional factors but also by family attitudes and awareness.

Influence of Screen Time and Technology

The findings indicate that excessive screen time negatively affects children's attention span, behavior, and social interaction. This observation aligns with Christakis (2009), who identified a link between early screen exposure and attention-related difficulties. At the same time, the study provides a more nuanced perspective. Unlike some earlier research that presents technology primarily as a negative influence, teachers in this

study did not reject its use entirely. Instead, they supported the controlled use of technology within school settings while expressing concern about its unregulated use at home. This distinction highlights a contextual difference and suggests that the impact of technology depends on how and where it is used.

Teaching Strategies and Professional Development

Teachers described using a range of teaching strategies such as play based learning, group activities and visual aids to support children's development. They also emphasized flexibility. This finding is consistent with previous research emphasizing the importance of teacher competence and adaptive teaching practices in early childhood education.

However, the study also reinforces ongoing concerns regarding limited professional development opportunities. Teachers expressed a clear need for additional training in areas such as inclusive education, child psychology, and classroom management. This confirms earlier findings while also highlighting the practical implications within the Bangladeshi context, where resource constraints may limit access to continuous professional learning.

Parental Involvement and Home Environment

Parental involvement was identified as a key factor in school readiness. Teachers described parents as the first educators. This finding strongly supports Epstein's (2001) framework of school family partnership. It also aligns with Melhuish et al. (2008), who found that home environment influences learning outcomes.

The research finds differences between theory and practice in spite of this alignment. Teachers mentioned issues like poor parental awareness, uneven assistance, and poor home-school communication. These results imply that, despite popular acceptance of

the value of parental participation, its successful implementation in the local context continues to be a difficulty.

Assumption or Hypothesis

The study assumed that teachers would view school readiness as a multidimensional concept. The findings fully support this assumption. Teachers discussed physical, emotional, social, and environmental factors. The study also assumed that external factors influence readiness. This was also confirmed. Teachers identified screen time and family background as important influences.

Therefore, all initial assumptions were supported by the findings.

Limitations and Areas for Future Research

This research was based on a relatively small sample of six interviews and one Focus Group Discussion, focusing solely on teachers' perspectives. Future research could include parents and children to provide a more comprehensive understanding of school readiness. Additionally, further studies could explore the long term impact of screen time and examine cultural factors influencing parental attitudes in greater depth.

Overall, the results support the idea that school preparedness is a multifaceted, intricate process. By identifying context specific issues in Bangladesh, such as parental perception gaps and the role of physical independence in handling transition shock, they both complement current ideas and add to the body of literature. The study shows that a comprehensive strategy that incorporates practical skills, emotional support, family participation, and teacher preparation is necessary for optimal school performance. It also emphasizes how crucial cooperation between educators, parents, and educational institutions is to helping children make a smooth transition to primary school.

Conclusion

This research, which focused on teachers' perspectives, experiences and classroom practices connected to school preparation was based on six In Depth Interviews and one Focus Group Discussion. The results show that preparedness is not a limited or singular concept. Instead, it is broad and interconnected. Teachers described it as a combination of physical independence, emotional and social development, cognitive growth, effective teaching practices, and strong parental support. In this sense, readiness goes far beyond academic skills alone. It reflects a more holistic understanding of how children grow and adapt to school.

By collecting teachers' viewpoints and identifying the critical elements that influence children's readiness for primary education, the study effectively achieved its goal.

Teachers addressed the value of employing adaptable teaching techniques and the necessity of continuing professional development. At the same time, family support emerged as a crucial element. Children who receive guidance and encouragement at home are often better prepared to adjust to school life. Altogether, these findings show that school readiness is a complex and shared process involving both home and school environments.

Conducting this research was also a valuable learning experience. It deepened my understanding of real classroom challenges and gave me insight into how teachers support young children during this important transition. I became more aware of the role of collaboration between parents and teachers, which appeared repeatedly throughout the study. The findings also drew attention to emerging issues, such as the impact of excessive screen time on children's attention and behavior. The discussions and interviews helped me understand early childhood education within its social and

cultural context. Lastly, the study offers a more comprehensive and useful understanding of school preparation. It highlights the importance of supporting all areas of development cognitive, social, emotional, and physical. It also emphasizes the shared responsibility of teachers and families in preparing children for school. The findings have important implications for improving educational practices and policies. Ultimately, they can contribute to creating a smoother and more supportive transition for children as they begin their journey into primary education.

Recommendations

This research based on the findings of several practical and context sensitive recommendations can improve children's getting ready for school and enhance early childhood education practices in Bangladesh. These recommendations are grounded in teachers' lived experiences and directly address the key challenges identified in the research

Increase parental awareness and involvement: The study found a gap between parents' and teachers' understanding of school readiness. Parents often focus more on academic skills than emotional and physical development. Schools should arrange workshops and awareness programs to promote a broader understanding of readiness.

Provide ongoing professional training for teachers: Teachers highlighted the need for more training in inclusive education and child development. Continuous, practice-based professional development should be ensured by education authorities. This will help teachers manage diverse learners and apply effective teaching strategies.

Encourage balanced use of technology in early years: Excessive screen use at home negatively affects children's behavior and attention. Teachers also stressed limiting technology use in classrooms. Clear guidelines should be provided to promote meaningful and age-appropriate digital use.

Enhance support for inclusive classroom practices: Large class sizes and limited resources make it difficult to address diverse learning needs. Schools should reduce class sizes or provide additional support like assistant teachers. This will allow more individualized attention for children.

Strengthen collaboration between home and school: Weak communication between parents and teachers was identified as a major issue. Regular meetings, progress reports, and interaction platforms should be introduced. Strong collaboration supports children's overall development and smooth transition to school.

Emphasize holistic school readiness in policy and practice: School readiness includes physical, emotional, social, and cognitive development. Policies and curricula should reflect this multidimensional approach. Moving beyond academic focus will create more appropriate learning environments.

Suggestions for future research: Future studies should include both parents and children for a broader perspective. Research can also be extended to different regions of Bangladesh. Long term effects of screen time and cultural parenting practices should be explored.

These recommendations provide the need for a collaborative and comprehensive approach. Teachers, parents, schools, and policymakers must work together to support children. Addressing these gaps can improve early learning experiences in Bangladesh.

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Appendices

Appendix A: Research Tool-Semi Structured Interview Guide

Title: Teachers' Perceptions on School Readiness of Preschoolers in Urban Bangladesh.

Purpose: This interview aims to explore how preschool teachers in urban Bangladesh define, assess, and experience the concept of school readiness, and what challenges they face in preparing children for primary school.

Section 1: Background Information

1. Name (optional): _____
2. Gender: ☐ Male ☐ Female ☐ Other
3. Type of school: ☐ Government ☐ Private ☐ NGO
4. Years of teaching experience: _____ years
5. Education/Training background: _____

Section 2: Understanding of School Readiness

1. What do they understand by school readiness? (If they do not understand, provide a definition).
2. What skills or abilities do you think a child should have before entering primary school?
3. In your opinion, which domains (e.g., cognitive, social, emotional, physical, language) are most important for school readiness? Why?

Section 3: Teachers' Perceptions of Children's Readiness

4. How do you identify or assess a child's level of readiness in your classroom?
5. Based on some criteria – social skills, language skills, numeracy and classroom experience, how ready are most children when they start school?
6. What differences do you notice between children who are ready and those who are not?

Section 4: Factors Influencing School Readiness

7. What factors (family, socioeconomic, health, etc.) do you think affect children's readiness for school?
8. How do teaching methods or curriculum content influence readiness?
9. How do parents contribute to their children's preparedness?

Section 5: Challenges and Support

10. What challenges do you face when helping children become school-ready?
11. What kind of training or support do you think teachers need to better promote readiness?
12. What improvements would you suggest to make preschool education more effective in preparing children for school?

Section 6: Final Reflection

13. Is there anything else you would like to add about school readiness or your experiences as a teacher?

(Each interview will last 30–45 minutes and be audio-recorded with permission.)

Appendix B: Focus Group Discussion (FGD)

Title of Study: Teachers' Perceptions on School Readiness of Preschoolers in Urban Bangladesh

Participants: Preschool teachers from urban preschools

Duration: 60–90 minutes

Method: Focus Group Discussion (FGD)

Research Question 1

How do preschool teachers conceptualize and define school readiness?

FGD Section A: Teachers' Understanding of School Readiness

1. What does school readiness mean to you as a preschool teacher?
2. How do you decide whether a child is ready to enter primary school?
3. Do you think school readiness is the same for all children? Why or why not?

Research Question 2

What dimensions of school readiness do preschool teachers identify as important?

FGD Section B: Dimensions of School Readiness

4. What types of skills or abilities should a child have before starting primary school?
5. Which dimensions of readiness do you focus on most in your classroom? Why?
6. Are there any areas of readiness that you think are often overlooked?

Research Question 3

What challenges do preschool teachers perceive in supporting school readiness?

FGD Section C: Challenges in Promoting School Readiness

7. What challenges do you face when trying to prepare children for primary school?
8. Are there any institutional or systemic challenges that affect your work?
9. How do these challenges impact children's readiness for school?

Research Question 4

How do preschool teachers perceive their roles and strategies in supporting school readiness?

FGD Section D: Teachers' Roles and Support Strategies

10. What role do you think preschool teachers play in promoting school readiness?

11. What teaching practices or classroom activities do you use to support school readiness?

12. What additional support, training, or resources would help you better prepare children for primary school?

Closing Question

13. Is there anything else you would like to share about school readiness based on your experience as a preschool teacher?

পরিশিষ্টসমূহ :

পরিশিষ্ট ক: গবেষণা উপকরণ : আধা-সংগঠিত সাক্ষাৎকার নির্দেশিকা

শিরোনাম: শহরে বাংলাদেশের প্রাক-প্রাথমিক শিশুদের স্কুল প্রস্তুতি সম্পর্কে শিক্ষকদের ধারণা।

উদ্দেশ্য: এই সাক্ষাৎকারের উদ্দেশ্য হলো শহরে বাংলাদেশের প্রাক-প্রাথমিক বিদ্যালয়ের শিক্ষকেরা কীভাবে স্কুল প্রস্তুতি ধারণাটি সংজ্ঞায়িত করেন, মূল্যায়ন করেন এবং অভিজ্ঞতা অর্জন করেন, পাশাপাশি প্রাথমিক বিদ্যালয়ের জন্য শিশুদের প্রস্তুত করতে গিয়ে তারা যে চ্যালেঞ্জগুলোর মুখোমুখি হন তা অনুসন্ধান করা।

অংশ ১: পটভূমিগত তথ্য

1. নাম (ঐচ্ছিক): _____
2. লিঙ্গ: ☐ পুরুষ ☐ নারী ☐ অন্যান্য
3. বিদ্যালয়ের ধরন: ☐ সরকারি ☐ বেসরকারি ☐ এনজিও
4. শিক্ষাদানের অভিজ্ঞতা: _____ বছর
5. শিক্ষাগত যোগ্যতা/প্রশিক্ষণ পটভূমি: _____

অংশ ২: স্কুল প্রস্তুতি সম্পর্কে ধারণা

1. আপনি স্কুল প্রস্তুতি বলতে কী বোঝেন?
(যদি উত্তরদাতা ধারণাটি না বোঝেন, তবে সংজ্ঞা প্রদান করা হবে।)
2. আপনার মতে, প্রাথমিক বিদ্যালয়ে প্রবেশের আগে একটি শিশুর কোন কোন দক্ষতা বা সক্ষমতা থাকা উচিত?
3. আপনার অভিমতে, স্কুল প্রস্তুতির জন্য কোন কোন ক্ষেত্র (যেমন—
জ্ঞানগত, সামাজিক, আবেগগত, শারীরিক ও ভাষাগত) সবচেয়ে গুরুত্বপূর্ণ?
কেন?

অংশ ৩: শিশুদের প্রস্তুতি সম্পর্কে শিক্ষকদের ধারণা

4. আপনার শ্রেণিকক্ষে আপনি কীভাবে একটি শিশুর স্কুল প্রস্তুতির স্তর শনাক্ত বা মূল্যায়ন করেন?
5. সামাজিক দক্ষতা, ভাষাগত দক্ষতা, সংখ্যাগত দক্ষতা এবং শ্রেণিকক্ষ অভিজ্ঞতার মতো কিছু মানদণ্ডের ভিত্তিতে—বিদ্যালয় শুরু করার সময় অধিকাংশ শিশু কতটা প্রস্তুত থাকে বলে আপনি মনে করেন?
6. যারা প্রস্তুত এবং যারা প্রস্তুত নয়—এই দুই ধরনের শিশুর মধ্যে আপনি কী ধরনের পার্থক্য লক্ষ্য করেন?

অংশ ৪: স্কুল প্রস্তুতিকে প্রভাবিতকারী উপাদান

7. আপনার মতে, কোন কোন উপাদান (যেমন—পরিবার, সামাজিক-অর্থনৈতিক অবস্থা, স্বাস্থ্য ইত্যাদি) শিশুদের স্কুল প্রস্তুতিকে প্রভাবিত করে?
8. শিক্ষাদান পদ্ধতি বা পাঠ্যক্রমের বিষয়বস্তু কীভাবে স্কুল প্রস্তুতিকে প্রভাবিত করে?
9. অভিভাবকেরা কীভাবে তাদের সন্তানদের স্কুলের জন্য প্রস্তুত করতে ভূমিকা রাখেন?

অংশ ৫: চ্যালেঞ্জ ও সহায়তা

10. শিশুদের স্কুলের জন্য প্রস্তুত করতে সহায়তা করতে গিয়ে আপনি কী ধরনের চ্যালেঞ্জের মুখোমুখি হন?
11. স্কুল প্রস্তুতি উন্নয়নে শিক্ষকদের জন্য কী ধরনের প্রশিক্ষণ বা সহায়তা প্রয়োজন বলে আপনি মনে করেন?
12. প্রাক-প্রাথমিক শিক্ষা আরও কার্যকরভাবে শিশুদের স্কুলের জন্য প্রস্তুত করতে কী ধরনের উন্নয়ন বা পরিবর্তনের প্রস্তাব আপনি দেবেন?

অংশ ৬: চূড়ান্ত প্রতিফলন

13. স্কুল প্রস্তুতি বা একজন শিক্ষক হিসেবে আপনার অভিজ্ঞতা সম্পর্কে আপনি আর কিছু যোগ করতে চান কি?

(প্রতিটি সাক্ষাৎকার ৩০-৪৫ মিনিট স্থায়ী হবে এবং অংশগ্রহণকারীর অনুমতিক্রমে অডিও রেকর্ড করা হবে।)

পরিশিষ্ট খ: ফোকাস গ্রুপ আলোচনা (FGD)

গবেষণার শিরোনাম: শহুরে বাংলাদেশের প্রাক-প্রাথমিক শিশুদের স্কুল প্রস্তুতি সম্পর্কে শিক্ষকদের ধারণা

অংশগ্রহণকারী: শহুরে প্রাক-প্রাথমিক বিদ্যালয়ের শিক্ষকবৃন্দ

সময়কাল: ৬০-৯০ মিনিট

পদ্ধতি: ফোকাস গ্রুপ আলোচনা (FGD)

গবেষণা প্রশ্ন ১

প্রাক-প্রাথমিক শিক্ষকরা স্কুল প্রস্তুতিকে কীভাবে ধারণা ও সংজ্ঞায়িত করেন?

FGD অংশ ক: স্কুল প্রস্তুতি সম্পর্কে শিক্ষকদের ধারণা

1. একজন প্রাক-প্রাথমিক শিক্ষক হিসেবে আপনার কাছে স্কুল প্রস্তুতি বলতে কী বোঝায়?
2. আপনি কীভাবে নির্ধারণ করেন যে একটি শিশু প্রাথমিক বিদ্যালয়ে প্রবেশের জন্য প্রস্তুত কি না?
3. আপনার মতে, সব শিশুর জন্য স্কুল প্রস্তুতির ধারণা কি একই রকম? কেন বা কেন নয়?

গবেষণা প্রশ্ন ২

স্কুল প্রস্তুতির কোন কোন মাত্রাকে প্রাক্-প্রাথমিক শিক্ষকরা গুরুত্বপূর্ণ হিসেবে চিহ্নিত করেন?

FGD অংশ খ: স্কুল প্রস্তুতির বিভিন্ন মাত্রা

4. প্রাথমিক বিদ্যালয় শুরু করার আগে একটি শিশুর কী ধরনের দক্ষতা বা সক্ষমতা থাকা উচিত?
5. আপনার শ্রেণিকক্ষে আপনি স্কুল প্রস্তুতির কোন কোন মাত্রার ওপর সবচেয়ে বেশি গুরুত্ব দেন? কেন?
6. আপনার মতে, স্কুল প্রস্তুতির এমন কোনো ক্ষেত্র আছে কি যা প্রায়ই উপেক্ষিত থেকে যায়?

গবেষণা প্রশ্ন ৩

স্কুল প্রস্তুতি সহায়তায় প্রাক্-প্রাথমিক শিক্ষকরা কী ধরনের চ্যালেঞ্জ অনুভব করেন?

FGD অংশ গ: স্কুল প্রস্তুতি উন্নয়নে চ্যালেঞ্জ

7. শিশুদের প্রাথমিক বিদ্যালয়ের জন্য প্রস্তুত করতে গিয়ে আপনি কী ধরনের চ্যালেঞ্জের সম্মুখীন হন?
8. এমন কোনো প্রাতিষ্ঠানিক বা কার্ঠামোগত চ্যালেঞ্জ আছে কি যা আপনার কাজকে প্রভাবিত করে?
9. এসব চ্যালেঞ্জ শিশুদের স্কুল প্রস্তুতির ওপর কী ধরনের প্রভাব ফেলে?

গবেষণা প্রশ্ন ৪

স্কুল প্রস্তুতি সহায়তায় প্রাক্-প্রাথমিক শিক্ষকরা তাদের ভূমিকা ও কৌশলকে কীভাবে দেখেন?

FGD অংশ ঘ: শিক্ষকের ভূমিকা ও সহায়ক কৌশল

10. স্কুল প্রস্তুতি উন্নয়নে প্রাক্-প্রাথমিক শিক্ষকদের ভূমিকা কী বলে আপনি মনে করেন?
11. শিশুদের স্কুল প্রস্তুতিতে সহায়তার জন্য আপনি কী ধরনের শিক্ষণ-পদ্ধতি বা শ্রেণিকক্ষ কার্যক্রম ব্যবহার করেন?
12. শিশুদের প্রাথমিক বিদ্যালয়ের জন্য আরও ভালোভাবে প্রস্তুত করতে আপনার কী ধরনের অতিরিক্ত সহায়তা, প্রশিক্ষণ বা সম্পদের প্রয়োজন বলে মনে হয়?

সমাপনী প্রশ্ন

13. একজন প্রাক্-প্রাথমিক শিক্ষক হিসেবে আপনার অভিজ্ঞতার আলোকে স্কুল প্রস্তুতি সম্পর্কে আপনি আর কিছু শেয়ার করতে চান কি?