ORIGINAL ARTICLE

Grounded Theory Analysis of the Parent's Conception of Child Transition from Kindergarten to Primary School: An Interaction Mechanism of the Influencing Factors

Hanyue Zhang

Nanjing Normal University, Nanjing 210024, China

Abstract: Currently, there are issues with child education in the transition from kindergarten to primary school in China, including advanced implementation of the primary curriculum, senior kindergarten students being transferred to other educational institutions for pre-primary preparation, and parents' biased understanding of the transition. Employing a grounded theory approach, this study aims to explore the factors influencing the conception of child education in the transitional period among parents of preschool children and develop a grounded theory model of the interaction mechanism of these factors. First-hand data on parental views on the transition were collected through interviews and underwent three-level coding via NVivo software analysis. Coding and analysis results reveal that the parent's conception of the transitional process could be improved and grow increasingly scientific. Nevertheless, there remained contradictions in the parent's conception of this subject, including contradictions between comprehensive habit cultivation and primary school knowledge training, between prioritizing healthy growth and forcing advanced learning, and between multi-stakeholder collaboration and reliance on the kindergarten as the sole provider of the education in question. The study concludes that the parent's conception of the child's kindergarten-to-primary school transition is modifiable, that their evaluations of kindergarten education inform their conception of the transition, that the interaction among the influencing factors drives the transformation of their conception, and that their biased attitudes towards child education in the transition largely stem from their psychology of comparison and vague perceptions of primary school. Recommendations are also proposed based on respective roles of various stakeholders.

Science Insights Education Frontiers 2026; 32(1): 5165-5189.
DOI: 10.15354/sief.26.or168

How to Cite: Zhang, H. (2026). Grounded theory analysis of the parent's conception of child transition from kindergarten to primary school: An interaction mechanism of the influencing factors. Science Insights Education Frontiers, 32(1): 5165-5189.

Keywords *Transition from Kindergarten to Primary School, Parent's Conception, Grounded Theory Analysis, Home Education Guidance*

About the Author*: Hanyue Zhang, Master of Education; A research assistant at the School of Educational Science, Nanjing Normal University, China. E-mail: zhy9139zhy@163.com.*

Correspondence to*: Hanyue Zhang at Nanjing Normal University in China.*

Conflict of Interests*: None*

Funding*: No funding sources declared.*

AI Declaration*: The author affirms that artificial intelligence did not contribute to the process of preparing the work.*

Introduction

NOWADAYS, parenting anxiety is pervasive among parents (Friedman et al., 2023), and many children are psychologically experiencing "four lacks:" a lack of motivation for learning, lack of interest in the real world, lack of social skills, and lack of senses of purpose in life (Johnco et al., 2022). To address these issues, it is crucial to provide parents with scientific guidance on home education (Knafl & Swallow, 2023) and leverage home-school-community co-education efforts to elevate parents' home education competence (Qian & Miao, 2021). Against the backdrop of intense educational competition, parents are often voluntarily or unwillingly caught up in unhealthy comparisons regarding child education (Chen et al., 2022), which not only causes significant parenting stress for themselves but also inflicts physical and mental trauma on preschool-aged children (Hinojosa & Hinojosa, 2024). As a result, young children are deprived of joyful childhood (Elmore & Crouch, 2023; Daines et al., 2021), shuttling between all sorts of training classes and being forced to accept "advanced education." This may result in their losses of interest in learning by the time they enter primary schools. In the context of balanced development of educational services, child innate qualities and the level of home education have become more significant factors influencing the performance of the preschooler. Hence, to further promote educational equity, it is imperative to emphasize balanced development of home education, considering the substantially improved equality of school education (Crosnoe & Cooper, 2010).

Research has found that the pressures suffered by preschool children in transition from kindergarten to primary school (TfKtPS) mainly stem from academic work, new rules, and teachers, as well as from peers (Radetic-Paic et al., 2022), the social environment, and parents (Luo & Yuan, 2025). With the inconsistent notions of TfKtPS between parents and kindergarten teachers (Miller & Kehl, 2019), children may undergo challenging emotional experiences before entering primary school, which can be mixtures of negative and positive feelings, such as anticipation and worry, excitement and fear, etc. (Daseking et al., 2008). From the perspective of the ecological dynamic model of TfKtPS, child TfKtPS is affected by the micro-, meso-, and macro-level educational ecosystems involving multiple stakeholders including the children, parents, kindergartens, primary schools, communities, and society as a whole. These systems operate dynamically and collectively to form the ecological dynamic model of TfKtPS (Rimm-Kaufman & Pianta, 2000). Therefore, to ensure a smooth transition of the child, the alignment of parents' and kindergarten's conception of it is crucial. For kindergartens to convey scientific notions of TfKtPS to parents, provide effective home education guidance services, and realize successful home-school-community co-education, it is essential for them to understand parents' thoughts and con-

cerns and identify factors influencing their views on TfKtPS (Jose et al., 2022). This is a precondition for gaining parental support, cooperation, and active participation, which is vital not only for the transitional process but also for the overall improvement of preschool and primary education (Puccioni et al., 2020).

Employing the grounded theory framework, this study reviews the storyline of the formation of the parent's conception of TfKtPS, summarizes their views on TfKtPS, and analyzes the factors influencing these views, culminating in the construction of a model of the interaction mechanism of these factors (Ligita et al., 2022). It also proposes recommendations for strengthening the role of home education in facilitating child TfKtPS, based on a thorough understanding of parents' evaluations and expectations of the kindergarten's work and the identification of workable approaches to engaging parents in the transition efforts, with the view to contributing to the high-quality development of both home and school education.

Research Design

Methods

Considering the implicit and sophisticated nature of parental conception of education, the study adopts the grounded theory method, a classical qualitative approach. It strictly follows the theoretical generation path proposed by Glaser and Strauss (1967), conducting a "bottom-up" analysis of the collected information by extracting concepts and propositions from the raw data and creating a theoretical framework based on empirical evidence (Chen, 1999; Van Beek et al., 2025). Through in-depth interviews with parents of preschoolers, insights into their views, attitudes, and home education behaviors regarding TfKtPS were gathered, and data were analyzed using the grounded theory approach, to ensure that overriding concepts were derived from the details of parental educational practices. Based on parents' authentic views on TfKtPS, the factors influencing their conception were identified, and the mechanism through which these factors interact was established (Konecki, 2021). The operational procedures of the grounded theory method were rigorously implemented, including the generation of relevant concepts and categories, exploration of the relationships among concepts, major categories, and core categories, and the construction of a theoretical model (Lee et al., 2019).

Sampling

Given its focus on examining parental conception of child TfKtPS, the study selected parents and other caregivers of children aged 3–6 as research partic-

Table 1. Basic Information of the Interviewees.

Nos.	Parents	Residence	Sex	Age	Birth Order	Word Count
Interviewee 1	Mother	Urban	Male	3	Second	3,627
Interviewee 2	Mother	Urban	Male	6	Second	5,399
Interviewee 3	Mother	Urban	Female	5	Second	6,780
Interviewee 4	Mother	Urban	Male	6	Only	2,924
Interviewee 5	Father	Urban	Female	4	First	6,944
Interviewee 6	Mother	Urban	Male	6	Second	6,254
Interviewee 7	Mother	Urban	Female	5	Only	12,049
Interviewee 8	Mother	Urban	Male	4	Second	5,080
Interviewee 9	Mother	Urban	Male	6	Only	7,473
Interviewee 10	Mother	Rural	Male	5	Only	6,912
Interviewee 11	Grandfather	Rural	Male	6	First	10,310
Interviewee 12	Mother	Urban	Male	6	Second	15,263
Interviewee 13	Mother	Urban	Female	4	Only	8,806

ipants. Prior research, as well as the present study, finds that that parents of the first-year preschool students typically do not show strong concerns about the transition issue. Therefore, the body of interviewees in this study was primarily comprised of the parents of the second- and third-year kindergarten children (aged 4–6). Existent research has revealed a certain degree of homogeneity in parents' views on TfKtPS (Binasis et al., 2022). Hence, the interviewees were primarily mothers of preschoolers, and a father and a grandfather were recruited as supplementary interviewees. Considering the importance of mutual trust between the researcher and subjects in yielding authentic and complete responses from the latter, the study first adopted the convenience sampling method, selecting parents from the researcher's immediate circle as the first group of interviewees. Subsequently, based on the information gathered from the preliminary interviews, purposive sampling was adopted to seek supplementary insights. In the later stages of the research, with the accumulation of a sizeable number of interviews, theoretical sampling was utilized to identify representative cases for theoretical construction. The final number of interviewees was determined to be 13 to ensure information saturation. **Table 1** shows basic information of the research participants.

Data Collection

The collection of data mainly relied on the semi-structured interview using open-ended questions and tailored to the specific characteristics of the interviewees. Each interview lasted between 30 and 60 minutes to ensure the acquisition of complete and in-depth information. The interview recordings were transcribed verbatim, resulting in raw data in nearly 100,000 words. Three of these original transcripts were retained for saturation testing.

Table 2. Illustration of the Open Coding Process.

Nodes	Concepts	Categories
Experience from the upbring of the first child	Experience from the upbring of the first child	Positive implications of the upbring of the first child
Using the first child as a role model to assist the second child in understanding primary education		
Realizing the relation between parenting style and the poor living and learning habits of the child	Parenting style for the first child	
Preliminary understanding of TfKtPS obtained from the upbring of the first child	Knowledge about TfKtPS from the upbring of the first child	
Lessons from the upbring of the first child	Reflections on the upbring of the first child	
Neglecting the second child's self-care ability development due to inappropriate parenting for the first child	Neglectful parenting	
Attributing the first child's good performance or underperformance in the primary school to their attendance of pre-primary tutoring classes	Primary education experiences of the first child	Negative implications of the upbringing of the first child
Regarding the first child's lack of pre-primary tutoring experiences as the reason for their unstable performance in the primary school		
Examination of their own educational experience	The parent's personal growth experience	Lessons from personal growth experience
Acknowledge of the differences in standards between past and present education		
Children are quick learners in early childhood.	Importance of effort	
Believing effort is more important than aptitude		
Attributing academic excellence to effort and proficiency		
Viewing working hard as "anti-human" behavior and accommodating the child's reluctance to study	Acceptance of the child	
Hoping the child can receive the most suitable and appropriate education	Access to high-quality education	Expectations of child education
Hoping the child can develop an ideal career and live a decent life	Ideal future life	
Accept the child not being among the top students; Not falling behind is good enough.	Up-to-par academic standards	
Being afraid of the child's falling behind with significant gaps		
Being worried about the possibility of the child losing at the starting point		
Other children's ongoing progress means your child's falling behind if they do not move forward.		
Habit cultivation is no less important than academic preparation.	Prioritizing the cultivation of good habits	Evaluation criteria for TfKtPS education
Academic knowledge delivery is not the key point in TfKtPS.		
Training on reading and thinking skills is more important than content knowledge learning.		
The success of TfKtPS is measured by the amount of knowledge learned.	Prioritizing the acquisition of primary knowledge	
Academic study is the central component of TfKtPS.		
TfKtPS education is the same thing as pre-primary classes.	TfKtPS as a separate education phase	Temporal perspectives
TfKtPS is a separate education phase from the third-year kindergarten education.		
TfKtPS is a "bridge" linking preschool and primary education.	The transitional role of TfKtPS	Functional perspectives
TfKtPS education should be all-round.	Promoting the physical and mental development of the child	Perspectives of purposes
Teaching materials for TfKtPS should not be prescribed.	Promoting the personal development of the child	
Teaching materials for TfKtPS should be tailored to the needs of the individual.		
Agreeing with game-dominated TfKtPS education	Game-based learning	Perspectives of learning styles
Opposing advanced learning of primary subject mat-		

ter	
The child should learn through games, life, and nature, which is a natural process.	Life-based learning
Academic success is the guarantee of ideal future life.	Academic knowledge-centered learning
Children's play is aimless.	
That practice makes perfect is applicable to early childhood education.	
Time input is precondition for proficiency.	
It is time for senior kindergarten students to spend more time on study than play	
Primary curricula can be taught in the TfKtPS, but through right pedagogical methods.	Legitimate amounts of academic activity
Appropriate amounts of academic learning are acceptable in TfKtPS.	
No advanced learning does not mean zero learning	
Learning activity of the child should match their developmental characteristics.	Natural growth
Children have their own growth rhythms; they need to experience the pain of growth without being overly interfered.	
The child's capacity to learn increases naturally with age	

NVivo12 was utilized to perform three-level coding (open coding, axial coding, and selective coding), with category associations derived through the constant comparative method.

Research Processes

The study adheres to the fundamental requirements for grounded theory-based research, employing the constant comparative method to process information within and among data, and extracting relevant categories and their properties based on the relationships between data and theory (LaRossa, 2005). An array of fragmented categories was integrated through storylines for identifying the core categories, culminating in a grounded theory-based model (Burck, 2005).

Open Coding

According to grounded theory's coding procedures, the study first conducted open coding. All data used for theoretical construction were deconstructed first, followed by extraction of concepts and categories (further induction of concepts), which is a process of conceptualizing and categorizing initial data. By means of open coding, 216 nodes were obtained and summarized into 128 conceptual nodes. After that, 52 conceptual categories were formed based on the literature and the author's prior knowledge. Due to space limi-

Table 3. Illustration of Coding Analysis.

Conceptual Categories	Original Statements
Habit cultivation	*Interviewee 1*: I believe that TfKtPS education must focus on cultivating the child's concentration and helping them develop good habits. *Interviewee 3*: Child TfKtPS is a process of adaptation, like any other transitional period in life. After all, life in the primary school is totally different from that in the kindergarten. *Interviewee 4*: It is important to foster good living habits in the child and direct him to develop the ability to interact with others in a correct manner. *Interviewee 9*: In my eyes, what matters in the TfKtPS is cultivation of good habits and right mindset rather than mastery of textbook knowledge.
Physical and mental health	*Interviewee 7*: When my kid has difficulty in learning or feels worried about it, he tends to give up or turn to Mom and Dad for help, because he has inadequate psychological resilience. Children nowadays are overly sensitive. *Interviewee 10*: We enrolled him in a martial arts class to strengthen his physique; his physical fitness needs to be improved too. He's been attending the class for nearly half a year.
Observing and emulating other families' actions	*Interviewee 1*: The mother of one of my daughter's classmates said that her child attended no pre-primary tutoring class. The child might seem a bit slow at first but could catch up quickly because of his good habits. In contrast, my daughter started formal learning earlier than him but gradually fell behind without sound learning habits. *Interviewee 2*: I think preparation in the TfKtPS is very important. Some parents said that those who didn't attend pre-primary tutoring classes would be at a significant disadvantage (academically after starting primary school).
Reflecting on and comparing with other families' actions	*Interviewee 1*: The daughter of the family running the barbershop near our home can concentrate on her study, no matter how noisy the environment is. That child has been doing very well in school all the years. *Interviewee 2*: Other parents of the children in the class all say that attending a pre-primary tutoring class makes a real difference. Those children who didn't attend it seem to struggle a lot.
Utilizing online resources for parenting education	*Interviewee 5*: Anyway, I've been recently watching videos on a short-video platform, where I encountered a teacher whose philosophy of education I find exceptional. Online videos are pushed based on the user's needs. When I see them, I think about how to apply them to the education of my own kid, which methods need modification and which ones can be adopted as they are. *Interviewee 7*: Nowadays, so advanced and accessible are ICT and internet technology. You can find information on numerous topics online, such as whether to enroll the child in tutoring classes or not, whether to pursue training programs on child psychological education nor not, early childhood education, child mental development, brain development, etc.
Regular provision of home education guidance by kindergartens	*Interviewee 1*: I learn from the kindergarten teacher that you should not interrupt the child easily when they are doing something: reading or drawing and playing. Whether the kid is playing by himself or playing games with other children, they need to concentrate on what they are doing so as to increase their powers of concentration. I find what the teacher said is right. *Interviewee 3*: Usually, parent meetings are held once a month or once every two months. *Interviewee 8*: The school provides a feedback booklet with records sheet by sheet, noting what is done each day. It's brought home every two weeks. Parents can write their comments to the teacher in it, and the teacher also writes about the child's recent performance.

tations, **Tables 2 and 3** only display certain strands of the coding process and coding analysis as illustrations.

Axial Coding

Table 4. Major Categories and Subcategories.

Major Categories	Subcategories
Parent characteristics	Personal details
	Educational expectations and input
	Family relationships
Child characteristics	Gender
	Age
Learning from other families	Mutual learning
Self-reflection	Reflecting on parenting behavior
	Reflecting on educational ideas
Self-directed learning	Online and offline learning
	Voluntary learning
Social contexts	Educational prejudices
	Competitive climate
Primary school situations	Pressures from school progression
	Pressures of the TfKtPS
Kindergarten situations	Home education guidance services
	TfKtPS-related work
	Parent-teacher communication
Components of TfKtPS education expected by the parent	Habit cultivation
	Physical and mental health
	Primary school knowledge
Definition of TfKtPS education by the parent	Properties
	Pedagogical methods
	TfKtPS education actors
The parent's evaluation criteria for TfKtPS education	Habits（non-academic knowledge）
	Primary school knowledge
High evaluations of kindergarten TfKtPS education	Positive comments on kindergarten education
Low evaluations of kindergarten TfKtPS education	Negative comments on kindergarten education
Preparatory planning	Planning and preparation
Tailored actions	Children's cognitive levels
Parent-child interactions	Parent-child interactions
The parents' views on child development	The parent's views on child development
Parental willingness to receive home education guidance	Hoping for home education guidance

Axial coding involves clustering the categories formed during open coding, aiming to reorganize the categories and generate higher-order categories after open coding (Saldana, 2011). In accordance with the requirements of axial coding, the categories derived from open coding were subjected to cluster analysis to form more inclusive ones. Through constant comparison between conceptual categories, their interrelationships were clarified. By contemplating, comparing, and summarizing the three results of open coding, including nodes, concepts, and categories, 32 subcategories were derived from the 52 conceptual categories. The conceptual meanings of these subcategories were further refined and summarized, ultimately resulting in 18 major categories, as shown in **Table 4**.

Table 5. Core Coding.

Major Categories	Core Categories
Parent characteristics	Influencing factors
Student characteristics	
Other families	
Self-reflection	
Self-directed learning	
Social contexts	
Primary school situations	
Kindergarten situations	
Components of TfKtPS education perceived as by the parent	The parent's conception of TfKtPS
Definition of TfKtPS by the parent	
Parents' evaluation criteria for TfKtPS education	
High evaluations of kindergarten TfKtPS education	The parent's evaluations of the kindergarten's TfKtPS efforts
Low evaluations of kindergarten TfKtPS education	
Preparatory planning	Parenting actions
Tailored actions	
Parent-child interactions	
The parent's views on child development	
Parental willingness to receive home education guidance	

Selective Coding

Selective coding is the process of further developing and refining the basic theory derived from axial coding. It summarizes and synthesizes the significant dimensions in the basic theoretical framework to identify and form core categories that can broadly encompass various key concepts and their interconnections, which means reaching theoretical saturation at the top level while developing a maximal number of key dimensions at the bottom level (Assante et al., 2022). These core categories exhibit higher levels of generality and greater relevance, guiding the researcher's coding and being representative of substantial information from the research data. At this stage, the relationships between the major categories have explicitly emerged. In this study, through induction and summarization, the 18 established major categories were ultimately integrated into four core categories via an internal storyline: the parent's conception of child TfKtPS, influencing factors for it, the parent's evaluations of the kindergarten's TfKtPS efforts, and parenting actions, as shown in **Table 5**.

Saturation Test

Theoretical saturation test determines when to stop collecting data, where new data yields no new categories, properties, or insights for the emerging theory (Fassinger, 2005). After completing the conceptual induction and extraction from the original data, the author conducted a saturation test using

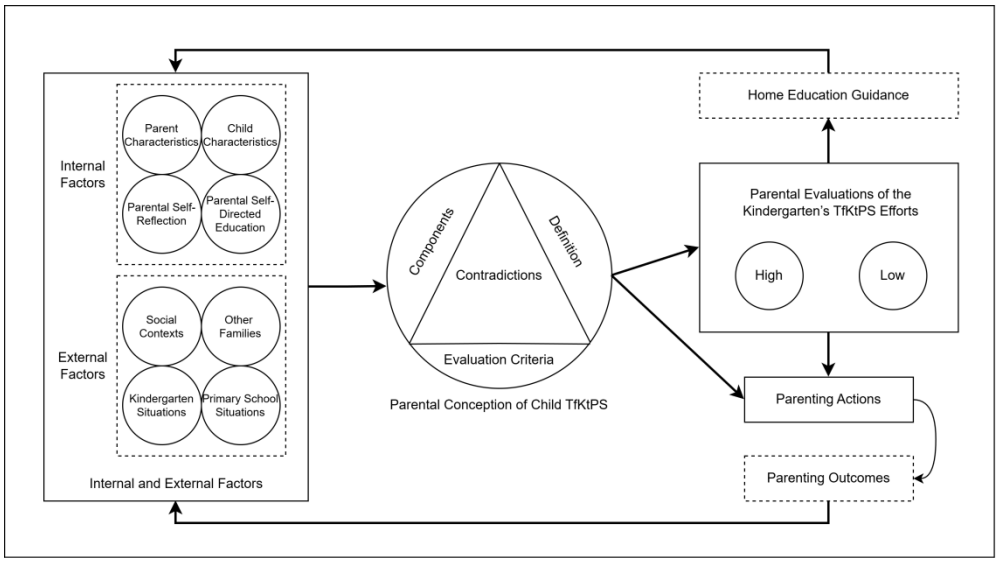

Figure 1. A Grounded Theory-Based Model of the Interaction Mechanism of the Factors Influencing the Parent's Conception of Child Transition from Kindergarten to Primary School (TfKtPS)

reserved data of three interviewees. To follow the same research processes, three-level coding and categorization analysis were strictly performed. The results did not yield new categories, indicating that the data collected meets the requirements for theoretical saturation, and that the theoretical model constructed has sufficient explanatory power.

Interpretation of the Model

Theorizing is explanatory, aiming to draw concepts from raw data and organize them into a logical, systematic explanatory framework while also exploring the underlying mechanism with the guidance of the emergent theory (Chen, 2000; Riordan et al., 2023). Adopting the grounded theory approach, this study develops the Model of the Interaction Mechanism of the Factors Influencing the Parent's Conception of Child Transition from Kindergarten to Primary School (**Figure 1**) to represent factors influencing the formation of parental conception of TfKtPS as well as the mechanism of their interactions. The following interpretation of the model is based on the data from in-depth interviews and results of three-level coding.

The framework of the model includes four main parts: parental conception of child TfKtPS, factors influencing the formation of the conception, parental evaluations of the kindergarten's TfKtPS efforts, and parenting actions. Eight internal and external factors collectively shape the parent' con-

ception of child TfKtPS, which reflects the parent' views on the components, definition, and evaluation criteria of TfKtPS education. Analysis of the conception reveals multiple contradictions in parents' views on the components, pedagogical approaches, and actors of TfKtPS education. Additionally, based on their varied views on child TfKtPS, the parent poses high or low evaluations of the kindergarten's TfKtPS practices, which in turn affect their participation in home-kindergarten collaboration initiatives such as family education guidance programs. In the meantime, guided by the parent' conception of child TfKtPS and attitudes toward the kindergarten's TfKtPS work, corresponding parenting actions take place, generating specific outcomes. These outcomes will make a difference to the said influencing factors, thereby prompting changes in parental conception of child TfKtPS.

Contradictions in Parental Conception of Child TfKtPS

Analysis of interview data on parental conception of TfKtPS and parenting actions reveals that the parents are mainly concerned with the components, definition, and evaluation criteria of TfKtPS education. There are apparent contradictions in current parental conception of TfKtPS education, notably the contradictions between the focus on "habit cultivation" and emphasis on "primary school knowledge training," between prioritizing "healthy growth" and forcing "advanced learning," and between emphasizing "multi-stakeholder collaboration" and relying on "the kindergarten as the sole TfKtPS education provider."

Comprehensive Habit Cultivation or Primary School Knowledge Training

The notion of "habit cultivation" being a key component of TfKtPS education was pervasive among the parents. Many parent interviewees emphasized that habit cultivation, including the development of living, learning, and social habits, is the groundwork for other aspects of TfKtPS education. For instance, Interviewee 1 stated, "I feel that the kindergarten must focus on cultivating the child's powers of concentration and other necessary habits in the transitional period. This is particularly important. The first child of ours can't concentrate and lacks good habits because of our neglect of her habit training in the first place." Interviewee 6 expressed her concerns about the child's formation of awareness of discipline in kindergarten, mentioning the conflict between "freedom in action" and the rule of "sitting upright with arms folded." Meanwhile, there remained a misconception among parents regarding the child's learning of primary school knowledge in the transition. They believed that learning primary school knowledge is crucial for TfKtPS education. Despite a portion of the parents claiming that the quantity and dif-

ficulty of academic learning for preschoolers should be aligned with their developmental characteristics, almost all interviewees asserted that TfKtPS education must include instruction of primary school knowledge. For example, Interviewee 3 said, "Teaching the first-year primary curriculum is very necessary in the TfKtPS period. If a child proceeds directly from the last year of kindergarten to primary school without preparation, they are set to struggle, particularly when other children have all attended preparatory classes." This interview result implies developing a correct understanding of primary education and altering parents' psychology of comparison regarding the child's academic workload would be key to shifting their viewing primary curriculum teaching as an evaluation criterion for TfKtPS education.

Prioritizing "Healthy Growth" or Forcing "Advanced Learning"

While the parents interviewed demonstrated an awareness of the importance of children's physical and mental health and respecting their developmental characteristics, they maintained their fixation on "advanced learning," resulting in a contradiction in the purpose of TfKtPS education. Many parents linked "advanced learning" to "frustration avoidance" in young children, claiming that assisting with the child's psychological adaptation is one of their reasons for demanding primary curriculum teaching in the TfKtPS. It is worth noting that few parents interviewed explicitly mentioned "physical education" or "physical fitness" despite the assumed important position of child physical health in this period.

Most of the parents participating in this study saw TfKtPS education as a separate education phase, parallel to the first-, second-, and third-year nursery schooling. Educational anxiety, particularly the worry about their child falling behind peers, was the primary reason for the parent enrolling them in after-school or private kindergarten-run pre-primary tutoring classes. Interviewee 2 remarked during the conversation, "I basically didn't have my child study anything academic, but now I begin to worry that he will not be able to keep up with other children if he does not do any transition program. Other parents also have this anxiety, being worried about their children falling behind at the starting line." The parents' worry of their child falling behind at the starting line shaped their attitudes towards out-of-school pre-primary tutoring services. They held TfKtPS education responsible for ensuring academic excellence of their child in the primary school, which is an extremely utilitarian perspective. Some of them simplistically equate TfKtPS education with learning pinyin, recognizing characters, and memorizing classical poems in advance, which are what to be learned in the primary school. Others overly exaggerated the importance of TfKtPS, rating it as critical as the transition from primary to junior secondary school. Furthermore,

those parents with severe distrust in the education and teaching quality of the kindergarten would have their children skip its regular TfKtPS education to receive out-of-school private training.

Multi-Stakeholder Collaboration or Reliance on the Kindergarten as the Sole TfKtPS Education Provider

Children, parents, kindergarten teachers, and first-grade teachers are all TfKtPS education actors (Fan et al., 2024). Some of the parents interviewed felt TfKtPS education involved preschoolers, parents, and kindergarten teachers, some contended that it involved preschoolers, parents, kindergarten teachers, and primary teachers, and the others viewed the kindergarten as the only setting for TfKtPS education, where the parents have no right to impose interference.

With their enhanced senses of responsibility for child education, parents increasingly realize the vital importance of home education and comprehend the significance of "fastening the first button of life" (a metaphor for a good start in education and upbringing). Interviewee 3 agreed that parents and teachers had different responsibilities in the child's TfKtPS, and that the home was where the kid developed good learning habits, such as concentration on homework completion, stating, "I think cultivating learning habits might require more effort from the parents. The kindergarten expects more parental involvement in this regard. If there's any problem with the child's learning habits, it's not just the school's issue; parents are primarily responsible for it." On the other hand, a portion of parents may assert that the nursery school is the main arena of preschool education, and that the teachers are the directors. They insist that parents should not interfere in the kindergarten's work while also opposing the school's assigning educational responsibilities to parents (Benediktsson & Tavares, 2025). Under the current preschool education policy of the state that explicitly prohibits the implementation of primary curriculum in kindergartens, parents may feel the need to take over the child's academic education. This leads to a sharp increase in pressures in them, who may complain of the kindergarten's inadequacies. For example, in the eyes of Interviewee 7, the kindergarten shifted educational responsibility to parents, who, without professional expertise, might suffer anxieties and worries and compare this situation with their own childhood experience where all education and teaching were handled by professional teachers. That was why some parents chose to transfer their child out of the public kindergarten as they grew dissatisfied with its education.

The Interaction Mechanism of the Factors Influencing the Parent's Conception of Child TfKtPS

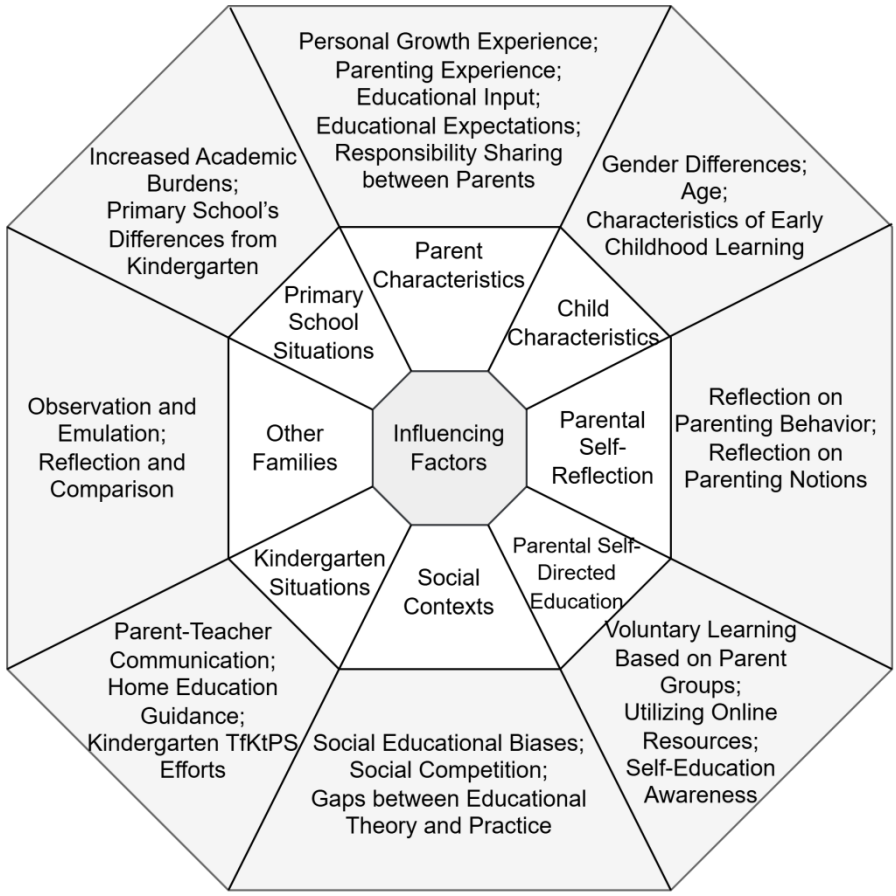

Figure 2. Factors Influencing the Parent's Conception of Child Transition from Kindergarten to Primary School (TfKtPS).

Based on the interview data and the author's prior academic knowledge, the analysis results show that the factors influencing the parent's conception of child TfKtPS can be grouped into eight major categories: parent characteristics, child characteristics, parental self-reflection, parental self-directed education, social contexts, other families, kindergarten situations, and primary school situations. These major categories can further break down into 24 conceptual categories, as illustrated in **Figure 2**.

The Interactive Cycle of the Factors Influencing the Parent's Conception of Child TfKtPS

The parent's conception of child education is subject to factors related to themselves, their children, others, society, and more (Strehlke et al., 2025), which can result in their varying views on the components, definition, and evaluation criteria of TfKtPS education. The parent's conception of child TfKtPS works on their kid's education in the transitional period via their parenting actions. Furthermore, parenting actions are not merely reflection and application of parents' perspectives on TfKtPS; they also promote the understanding and internalization of these perspectives in them (Li & Ma, 2025). For instance, Interviewee 7 deployed a timer with color-changing and sound prompts at home to foster the child's sense of time and time management habits. "To train his time awareness, I bought him this alarm clock that has color and sound change features. While phone alarms no longer work on him, this clock provides visual stimulation and auditory reminders." To cultivate the child's reading habits, the interviewee also established a fixed time for parent-child co-reading every night. Furthermore, the study, through data analysis, finds that parents tend to apply their conception of TfKtPS to their evaluation of the kindergarten's work. Different parental views on TfKtPS yield varied comments on the school's TfKtPS practices, positive or negative. These comments further impact parental participation in home-school collaboration programs, such as family education guidance initiatives. Preschool teachers' responses to the parent's attitudes and actions, along with the quality and effects of family education guidance services, can instigate changes in various factors, which can, in turn, modify the latter's conception of TfKtPS, thereby creating an interactive cycle.

The formation of parental conception of TfKtPS is the result of the collective effects of all the factors, and this conception directly drives parenting actions. The outcomes of these actions and external interventions consequently prompt changes in the internal and external factors, leading to the revised conception of TfKtPS in parents. TfKtPS-related parenting actions as adult self-directed behaviors are self-reflective and voluntary in nature. Parents will actively seek effective methods to enhance their own education competence, including receiving family education guidance. Based on their child's developmental states, parents adopt individualized parenting actions and carefully plan for the child's formal schooling. For the child's TfKtPS, they can decide whether to have their kid to learn primary school knowledge based on their own understanding of the necessary components of TfKtPS education. Additionally, parents develop their notions of child development and patterns of parent-child interactions with the impacts of their own growth experience, societal circumstances, and the educational practices of other parents. Through family education guidance initiatives, parents encounter educational theories that align with or contradict their current notions of TfKtPS. They also develop more in-depth understanding of their child and themselves in interacting with them. Each parenting action yields

different outcomes and effects. The interactions between notions and actions can instigate changes in all influencing factors, initiating a new cycle.

Effects of the Parent's Evaluations of the Kindergarten's TfKtPS Efforts on their Own Parenting Actions

Analysis results of interview data suggest that parents who have high evaluations of the kindergarten's TfKtPS efforts typically have better understanding of the teacher's curricular arrangements and are more willing to accept their home education guidance services and participate in home-school collaboration programs. Conversely, those who are dissatisfied with the kindergarten's TfKtPS work tend to disengage themselves from its home-school co-education initiatives. As a result, wishing to improve their parenting skills, they may turn to other educational institutions or online parenting influencers for TfKtPS knowledge, which, however, cannot ensure they acquire scientific knowledge about parenting and may lead to their misconception of TfKtPS, given the prevalence of misinformation. Furthermore, the kindergarten as a home education guidance provider can significantly influence parents in their understanding of their child. Preschool teachers can objectively and professionally assess the child's developmental states, analyze their progress in various areas, and provide suitable TfKtPS education. Through teacher-parent communication, they inform parents of the child's performance and convey the scientific knowledge about TfKtPS to them. Parents with trust in their child's preschool teacher are more receptive to the latter's advice, acquire a more holistic understanding of their child, and apply this understanding to parenting actions. For example, Interviewee 11, as a parent committee member, had a whole-day observation of the kindergarten's education activities. Subsequently, he wrote a WeChat post to express their thoughts and feelings, evaluating the school's educational work in the form of a "letter of thanks." This positive evaluation was a great encouragement to the school, which offered timely feedback to the parent. An exchange like this helps forge an interactive, positive relationship between home and school. On the other hand, when parents have low evaluations of the teacher's work, their parenting actions may run counter to the latter's professional advice, leading to unscientific, unprofessional, and biased parenting approaches, which is unfavorable to smooth TfKtPS of the child. Therefore, it is important for the kindergarten to pay attention to parents' comments on its TfKtPS work in an effort to improve its TfKtPS education as well as aiding parents in developing sound understanding of preschool education.

Conclusions and Recommendations

Research Conclusions

The study's results demonstrate that while the parent's conception of child TfKtPS is alterable, its alteration is a complicated process, affected by the interactions of multiple internal and external factors and consequences of the stakeholders' actions.

Parents are Playing an Active Role in the Child's TfKtPS Education with Increasingly Enhanced Educational Capabilities.

The parent's conception of TfKtPS as a naturally dedicated educator of the child is undergoing progressive advancement rather than remaining stagnant. In this study, the mothers, father, and grandparent interviewed all demonstrated strong senses of parental responsibility, seeking to optimize the physical and mental development of their children by making the best of their resources to provide ample educational opportunities, planning for their children's future development, and continuously improving their own parenting skills. Through parent-child communication, companionship, and shared reading, they tried to foster positive parent-child relationships, adopting a child-centered approach to their children's growth and development. Additionally, the study reveals that the parents were highly receptive to family education guidance, bracing for timely communication with kindergarten teachers and actively pursuing knowledge on home education through various channels. Parental TfKtPS actions observed in this study align with existing research findings that most parents could adopt democratic, personalized educational approaches to child TfKtPS (Morawska et al., 2024).

The Parent's Evaluations of the Kindergarten Inform their Conception of TfKtPS.

Parents' evaluations of the kindergarten's TfKtPS efforts significantly impact their own TfKtPS actions. Parents with high evaluations of the kindergarten's efforts and full trust in its teachers are less likely to seek TfKtPS services from private tutoring institutions. Through exposure to home education guidance provided by the kindergarten and self-directed learning of parenting knowledge, parents become identified with the game-based and life-based education notions promoted by the kindergarten and supportive of its TfKtPS programs. Authoritative TfKtPS knowledge acquired from the kindergarten, self-reflections instigated by their self-directed learning and TfKtPS actions, and thorough understanding of their child developed

through active home-school communication all contribute to improvement of their conception of TfKtPS. Thus, the parent's identification with the kindergarten's TfKtPS work helps foster their scientific perspectives on child TfKtPS by positively affecting the internal factors influencing their conception of the transition.

Parents' Biases towards TfKtPS Largely Stem from their Psychology of Comparison.

The popular belief among parents that progression to primary school means increased academic pressure is one of the main reasons for their imposition of advanced learning on their child in TfKtPS. Parents have the worry that without advanced learning, their child will surely struggle in the primary school. In effect, the so-called academic pressure is not from primary education itself but instead from parents' psychology of comparison. It stems from their comparative mentalities like "winning at the starting line" and "not falling behind peers." The comparisons are typically irrational and even pathological, providing opportunities for private training institutions to hype their pre-primary tutoring services. In the context of intense social competition, parents are easily misled by the marketing hype, and its detrimental effects are passed on to generations of young children. Without a scientifically sound educational reference point, the educational behaviors of other parents become a benchmark. Therefore, parents' obsession with child academic excellence is the root of their worries about primary school academic pressure, which is also a major point of contemplation for the author.

Recommendations

As per the model proposed by the study (**Figure 1**), the parent's conception of TfKtPS is modifiable because the relationships between individual dimensions of the model is not unidirectionally linear but instead interactively cyclic. Each dimension has its own irreplaceable role, and any change in one dimension can make a difference to other core dimensions within the interactive trajectory. All the dimensions are interwoven and mutually reinforcing without a fixed and mechanical procedure. The complexity of the mechanism is also reflected in the relationship between parental perspectives on education and the temporal and societal contexts. New perspectives emerge as the times move forward, and old ones may be resurrected from time to time. The establishment of scientific educational notions involves ongoing comparisons between cutting-edge and outdated ideas.

Encouraging Innovation in Home-Kindergarten Collaboration Practices

Research on home-school collaboration in the literature reveals that school teachers typically dominate the process with parents basically playing supporting roles (Zhang et al., 2018; Baeck, 2010). The majority of the interviewees in this study deemed themselves as passive participants of home-school collaboration programs and misunderstood the collaboration as their involvement in child homework completion. Interviewee 11's involvement in home-school collaboration was somewhat exceptional. As a member of the parent committee, he actively participated in observing kindergarten education and teaching activities and offered insights and suggestions to the kindergarten, which gave him feedback in a timely manner and adopted some of his suggestions. Timely feedback, communication on an equal footing, and parents' senses of participation and achievement from making valuable suggestions are promotive factors in the establishment of ideal home-kindergarten relations. Furthermore, in developing the study's theoretical model, the author determined that the parent's evaluations of the kindergarten's work are a key factor related to their conception of TfKtPS. Thus, the kindergarten's effort to improve parents' satisfaction with its TfKtPS education and gain positive comments from them is crucial for upgrading their understanding of TfKtPS. Relevant research also supports that the kindergarten and its teachers' TfKtPS efforts have significant impacts on parental involvement in the transitional process (Besi & Sakellariou, 2019; Lietavcova et al., 2018). Teachers' attitudes towards home-school collaboration make much difference to parental engagement (Prime et al., 2021). Hence, it is important for the kindergarten to innovate home-kindergarten collaboration patterns, allowing parents to participate as genuine partners in the child's preschool education. This can encourage understanding of and support for the kindergarten's TfKtPS work in parents, win their recognition of the TfKtPS activities organized by the teachers, increase their acceptance of the kindergarten's home education guidance initiatives, and ultimately prompt the upgrading of their conception of TfKtPS.

Engaging Primary Schools in TfKtPS Education

Parents' worry about their child's future performance in the primary school is partially due to their inadequate and inaccurate understanding of primary education. There is a dearth of collaboration, including information sharing, between the kindergarten and primary school aimed at facilitating the TfKtPS, with both of them having incomplete, superficial knowledge of each other's education (Lin et al., 2003). Parents cannot obtain reliable infor-

mation about primary education through official channels, thus unable to judge the differences between kindergarten and primary school. This disconnected information flow has caused parents significant pressure and anxiety. Therefore, it is important to engage both kindergartens and primary schools as key actors in the transition process. Primary schools have the responsibility to offer their advice for proper TfKtPS education, actively collaborating with kindergartens to ensure a scientific pattern of transition.

Strengthening Professional Training for Home Education Guidance Providers

The study finds that the effectiveness of parent- teacher communication can make much difference to the parent's conception of TfKtPS. Teachers who can initiate communication with open and positive attitudes are more successful in reaching smooth parent-teacher communication and encouraging parents to actively seek home education advice and knowledge from them (Zamora-Intriago et al., 2018). According to the parent interviewees in the study, among causes of ineffective parent-teacher communication were low frequency, low relevance of communication, and the commanding presence of the teacher, which compromised the parent's trust in kindergarten teachers and evaluations of the kindergarten's work. While some parents may choose not to voluntarily approach the teachers, not wanting to add to their workloads, "zero communication" between the two sides is indeed a warning sign of severe problems in the home-kindergarten relationship. Also, how to enact effective communication with the child's future primary teachers is another concern of the parent. On balance, it is crucial to continuously strengthen home education guidance capabilities of both kindergarten and primary school teachers, assisting them in developing professional expertise and competences in home-school communication (Miao, 2025).

Organizing Community-based, Interventionist, and Targeted Transition Programs

Interventionist community support is an emerging type of community service in recent years (China Youth and Children Research Center, 2020; Feng et al., 2021). Community TfKtPS services can be rendered more targeted and effective by categorizing and grouping their recipients. It is crucial to identify the individual needs of families for TfKtPS education guidance through community-wide surveys to match the community's supply of training with the families' actual demands. Boosting the information flow between the two sides can make the improvements in community-based training activities and social workers' home education counselling more relevant. It is noteworthy

that establishing official home education profiles is a critical move to the community's provision of effective TfKtPS education support. It ensures that child care and protection initiatives and TfKtPS-related parental training programs can benefit targeted children and parents, making community services more precise and efficient.

References

Assante, M. G., Momanu, M., & Enescu, F. (2022). Educational Strategies in the Development of Critical Thinking: A Grounded Theory Approach. Croatian Journal of Education, 24(4):1083-1110. DOI: https://doi.org/10.15516/cje.v24i4.4593

Baeck, U. N. K. (2010). Parental Involvement Practices in Formalized Home-School Cooperation. Scandinavian Journal of Educational Research, 54(6), 549-563. DOI: https://doi.org/10.1080/00313831.2010.522845

Benediktsson, A. I. & Tavares, V. (2025). Family-school cooperation in multicultural schools: a missing piece in teacher education in Norway. Pedagogy Culture and Society, 33(4):1261-1276. DOI: https://doi.org/10.1080/14681366.2024.2356595

Besi, M. & Sakellariou, M. (2019). Teachers' Views on the Participation of Parents in the Transition of their Children from Kindergarten to Primary School. Behavioral Sciences, 9(12). DOI: https://doi.org/10.3390/bs9120124

Binasis, T., Kaplun, C., & Schmied, V. (2022). Parents' beliefs, perceptions and practices: Influence on child school readiness in Western Sydney, Australia. Health & Social Care in the Community, 30(6), E4103-E4112. DOI: https://doi.org/10.1111/hsc.13804

Burck, C. (2005). Comparing qualitative research methodologies for systemic research: the use of grounded theory, discourse analysis and narrative analysis. Journal of Family Therapy, 27(3):237-262. DOI: https://doi.org/10.1111/j.1467-6427.2005.00314.x

Chen, G., Oubibi, M., Liang, A., & Zhou, Y. (2022). Parents' Educational Anxiety Under the Double Reduction Policy Based on the Family and Student Personal Factors. Psychology Research and Behavior Management, 2022(15), 2067-2082. DOI: https://doi.org/10.2147/PRBM.S370339

Chen, X. (1999). The ideas and methods of grounded theory. Educational Research and Experiment, 1999(04), 58-63+73

Chen, X. (2000). Qualitative Research Methods and Social Science Studies. Beijing: Education Science Publishing House.

China Youth and Children Research Center (2020). Report on Social Support for Home Education in Chinese Urban Areas. Tianjin: Tianjin Academy of Social Sciences Publishing House.

Crosnoe, R. & Cooper, C. E. (2010). Economically Disadvantaged Children's Transitions into Elementary School: Linking Family Processes, School Contexts, and Educational Policy. American Educational Research Journal, 47(2):258-291. DOI: https://doi.org/10.3102/0002831209351564

Daines, C. L., Hansen, D., Novilla, M. L. B., & Crandall, A. (2021). Effects of positive and negative childhood experiences on adult family health. BMC Public Health, 21(1). DOI: https://doi.org/10.1186/s12889-021-10732-w.

Daseking, M., Oldenhage, M., & Petermann, F. (2008). The problem of the transition from kindergarten to primary school from the perspective of complex systems. Psychologie in Erziehung und Unterricht, 55(2), 84-99.

Elmore, A. L. & Crouch, E. (2023). Anxiety, Depression, and Adverse Childhood Experiences: An Update on Risks and Pro-

tective Factors Among Children and Youth. Academic Pediatric, 23(4), 720-721. DOI: https://doi.org/10.1016/j.acap.2022.11.013

Fan, X. M, D'Amico, L. K., Kilburn, J., Jones, A., Richard, C., Garrett, S., & Leverage, L. (2024). Kindergarten readiness: associations with a summer transition program and teacher/school level factors. Educational Research and Evaluation, 28(7-8), 495-517. DOI: https://doi.org/10.1080/13803611.2024.2367493

Fassinger, R. E. (2005). Paradigms, praxis, problems and promise: grounded theory in counseling psychology research. Journal of Counseling Psychology, 52(02):156-166. DOI: https://doi.org/10.1037/0022-0167.52.2.156

Feng, Y., Zhou, X. Z., Qin, X. Q., Cai, G. Y., Lin, Y. Q., Pang, Y. L…, & Zhang, L. F. (2022). Parental self-efficacy and family quality of life in parents of children with autism spectrum disorder in China: The possible mediating role of social support. Journal of Pediatric Nursing – Nursing Care of Children & Families, 63,159-167. DOI: https://doi.org/10.1016/j.pedn.2021.10.014

Fridani, L. (2021). Mothers' perspectives and engagements in supporting children's readiness and transition to primary school in Indonesia. Education 3-13, 49(7):809-820. DOI: https://doi.org/10.1080/03004279.2020.1795901

Friedman, H. P., Bilsky, S. A., & Luber, M. J. (2023). Parent Anxiety, Child Anxiety, Parental Beliefs about Anxiety, and Parenting Behaviors: Examining Direct and Indirect Associations. Journal of Child and Family Studies, 32(11), 3419-3429. DOI: https://doi.org/10.1007/s10826-023-02665-2

Glaser, B. & Strauss, A. (1967). The discovery of grounded theory: Strategies for qualitative research. Chicago: Aldine Publishing Company.

Hinojosa, M. S. & Hinojosa, R. (2024). Positive and adverse childhood experiences and mental health outcomes of children. Child Abuse & Neglect, 2024,149. DOI: https://doi.org/10.1016/j.chiabu.2023.106603

Johnco, C., Storch, E. A., Oar, E., McBride, N. M., Schneider, S., Silverman, W. K., & Lebowitz, E. R. (2022). The Role of Parental Beliefs About Anxiety and Attachment on Parental Accommodation of Child Anxiety. Research on Child and Adolescent Psychology, 50(1), 51-62. DOI: https://doi.org/10.1007/s10802-020-00722-8

Jose, K., Banks, S., Hansen, E., Jones, R., Zubrick, S. R., Stafford, J., & Taylor, C. L. (2022). Parental Perspectives on Children's School Readiness: An Ethnographic Study. Early Childhood Education Journal, 50(1), 21-31. DOI: https://doi.org/10.1007/s10643-020-01130-9

Knafl, K. & Swallow, V. (2023). Advancing Family Science Through Synthesis Research. Journal of Family Nursing, 29(4), 319-323. DOI: https://doi.org/10.1177/10748407231202834

Konecki, K. T. (2021). Contemplative Grounded Theory: Possibilities and Limitations. Radical Interactionism and Critiques of Contemporary Culture, 52, 151-186. DOI: https://doi.org/10.1108/S0163-239620210000052010

LaRossa, R. (2005). Grounded theory methods and qualitative family research. Journal of Marriage and Family, 67(4), 837-857. DOI: https://doi.org/10.1111/j.1741-3737.2005.00179.x

Lee, D., McAlister, A., Ehlert, K., Faber, C., Kajfez, R., Creamer, E., & Kennedy, M. (2019). Enhancing Research Quality through Analytical Memo Writing in a Mixed Methods Grounded Theory Study Implemented by a Multi-Institution Research Team. 2019 IEEE FRONTIERS IN EDUCATION CONFERENCE (FIE 2019), 2019. DOI: https://doi.org/10.1109/fie43999.2019.9028469

Li, G. & Ma, Y. (2025). Exploring the influencing factors of teacher beliefs and their impact on teacher behaviors. BMC Psychology, 13(1). DOI: https://doi.org/10.1186/s40359-025-03095-z

Lietavcova, M., Viteckova, M., Jost, J., Chova, L. G., Martinez, A. L., & Torres, I. C. (2018). Child Transition from Kindergaren to Priamry School as Experienced by a Kindergarten Teacher.11TH INTERNATIONAL CONFERENCE OF EDUCATION, RESEARCH AND INNOVATION (ICERI2018), 2018, 3885-3890.

Ligita, T., Nurjannah, I., Wicking, K., Harvey, N., & Francis, K. (2022). From textual to visual: the use of concept mapping as an analytical tool in a grounded theory study. Qualitative Research, 22(1), 126-142. DOI: https://doi.org/10.1177/1468794120965362

Lin, H. L., Lawrence, F. R., & Gorrell, J. (2003). Kindergarten teachers' views of children's readiness for school. Early Childhood Research Quarterly, 18(2), 225-237. DOI: https://doi.org/10.1016/S0885-2006(03)00028-0

Luo, S. L. & Yuan, S. S. (2025). Young children's perceptions and experiences of school readiness during the transition from preschool to primary school in China. Children & Society, ,39(1):247-266. DOI: https://doi.org/10.1111/chso.12910

Miao, J. (2025). The role of the government in the formation of regional educational alliances. Jiangsu Education Research, 2025(06), 16-21.

Miller, M. M. & Kehl, L. M. (2019). Comparing Parents' and Teachers' Rank-Ordered Importance of Early School Readiness Characteristics. Early Childhood Education Journal, 47(4):445-453. DOI: https://doi.org/10.1007/s10643-019-00938-4

Morawska, A., Mitchell, A. E., Etel, E., Armstrong, R., Mcauliffe, T., Ma, T., Mcbryde, C., & Johnston, L. M. (2024). A Systematic Review of Parents' Experiences during their Child's Transition to School. Early Childhood Education Journal. DOI: https://doi.org/10.1007/s10643-024-01780-z

Prime, H., Andrews, K., McTavish, J., Harris, M., Janus, M., Bennett, T., & Gonzalez, A. (2021). The application of positive parenting interventions to academic school readiness: A scoping review. Child: Care, Health, and Development, 47(1), 1-14. DOI: https://doi.org/10.1111/cch.12810

Puccioni, J., Froiland, J. M., & Moeyaert, M. (2020). Preschool teachers' transition practices and parents' perceptions as predictors of involvement and children's school readiness. Children and Youth Services Review, 2020, 209. DOI: https://doi.org/10.1016/j.childyouth.2019.104742

Qian, J. & Miao, J. (2021). Pathways to alleviating parents' educational anxiety: Constructing an educational evaluation system that promotes student all-round development. Journal of the Chinese Society of Education, 2021(09), 38-43.

Radetic-Paic, M., Kadum, S., & Kopas-Vukasinovic, E. (2022). Susceptibility to Peer Pressure - Self-Assessment of Students of Primary School and Preschool Education. Revista Romaneasca Pentru Educatie Multidimensionala, 14(2), 1-18. DOI: https://doi.org/10.18662/rrem/14.2/564

Rimm-Kaufman, S. E. & Pianta, R. C. (2000). An ecological perspective on the transition to kindergarten: a theoretical framework to guide empirical research. Journal of Applied Developmental Psychology, 21, 491-511. DOI: https://doi.org/10.1016/S0193-3973(00)00051-4

Riordan, J. P., Revell, L., Bowie, B., Woolley, M., Hulbert, S., & Thomas, C. (2023). Understanding and explaining pedagogical problem solving: a video-based grounded theory study of classroom pedagogy. Research in Science & Technological Education, 41(4):1309-1329. DOI: https://doi.org/10.1080/02635143.2021.2001450

Saldana, J. (2011). Fundamentals of Qualitative Research. Oxford University Press.

Strehlke, E., Bromme, R., & Kaertner, J. (2025). Whom to ask? Whom to trust? Parents' preferences for sources of advice on social-emotional parenting issues. Counselling Psychology Quarterly, 38(1), 1-20. DOI: https://doi.org/10.1080/09515070.2024.2331441

Van Beek, A., McCalman, J., & Saunders, V. (2025). Making Systems Thinking Accessible for Qualitative Researchers: A Primer on Systems Thinking and Introducing Inductive Systemic Analysis. International Journal of Qualitative Methods, 2025, 24. DOI: https://doi.org/10.1177/16094069251348546

Zamora-Intriago, E., Patino-Garcia, J., Zambrano-Romero W., Cuenca-Alava, W., Moreira-Zambrano, C., & Moreira-Zambrano, C. (2018). Use of Mobile Application as a Means of Communication of Academic Activities Between Parents and Teachers. Proceedings of 3rd International Conference on Information Systems and Computer Science (INCISCOS 2018), 2018, 221-226. DOI: https://doi.org/10.1109/INCISCOS.2018.00039

Zhang, J., Wu, C., & Wang, M. (2018). Parents' and teachers' interactive behaviors in home-school co-education: An empirical model based on the theory of overlapping spheres of influence. Research in Educational Development, 38(02), 78-84.

Received: October 13, 2025
Revised: December 22, 2025
Accepted: January 11, 2026