

Exploring Factors in the Adaptation of the First Grade Student: Transition from Preschool to First Grade Primary School

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Abstract

The adaptation of the child in the first grade, namely the cooperation and of the school with the parents in this regard is one of the most discussed issues today. The purpose of this study was to explore the perceptions of teachers and parents on the adaptation of first graders during the transition from preschool to first grade. Specifically, to explore the perceptions of transition parents through first graders parents. In terms of design, the study is exploratory, ie of a qualitative nature. The study conducted 21 interviews, 12 with first grades teachers and 9 with parents, of first grade children as well. The study used an analytical framework in order to identify the factors in the adaptation of students in the first grade as a problem of teachers and challenging factors in this regard, as well as the experience of parents in this regard. Descriptive statistical analysis was used to analyze the study findings. The results assumed a common opinion among the representatives of the sample, teachers and parents. The study makes us understand that parents are satisfied with the work of teachers in terms of adaptation of the child, but on the other hand we find that teachers consider that professionalism is still needed in this regard. The study also shows that teachers recommend training teachers for their professionalism in child adaptation.

Keywords: *The preschool institutions, First grade, Educators, Parents*

Introduction

Experiences show us that the involvement of parents in the transition of the child in the first grade, is a great help for the child to have a smooth transition in primary school (Erkan et al., 2021; Pianta, 2003). According to the authors Fabian & Dunlop (2007), parental involvement helps children experience adaptation to the new environment, which inclusion according to Barnett & Taylor (2009) should be done on an ongoing basis.

Brizuela & Garcia-Sellers (1999) present a comprehensive school adaptation perspective that considers the child, family and school and centers on various factors such as cognitive development, socialization, cultural and political environment and family and teacher expectations

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and argue for the role of a mediator home-school as a facilitator of children's adaptation to school. An article by Willemse, et. al., (2017) among others states that parent-teacher cooperation is specifically intended for primary education, which means that teachers and parents work together for students / children during primary education because this is the most sensitive phase for children including the adaptation of children to school. But sometimes teachers, especially beginners, are reluctant to involve parents in school, so Bingham & Abernathy (2007) found that young teachers were unsure on the way of how to involve parents in a meaningful way for a variety of reasons, among others: lack of their skills.

Candidates for teachers need to be prepared to establish productive relationships with families (Durmusoğlu & Yıldız Taşdemir, 2022; Henderson, et. al., 2007), but in the beginning teachers feel unprepared (Hornby & Witte, 2010). While family involvement means that it should not remain at a formal level, but be very cooperative. According to the study by Cowan, et. al., (2009) if parents cooperate with each other and with school present a fundamental difference in the adaptation of children in primary school, this came to the conclusion from the results of tests of children's academic achievement and observations of teacher checklists for internal and external behaviors. The work patterns of adults bonding mothers and fathers, and couples bonding mothers and fathers are related to how effectively they behave with each other and their child, and the way how their child adaptively meets social, emotional, and academic challenges to make the transition to elementary school.

Over the past 25 years, numerous studies have focused on the implications of parents of safe or unsafe working role models for their children's development (Sroufe, et. al., 2005). Almost all of these studies found correlations between the safety of attachment parents in relation to their parents, and the various measures of their children's safety of attachment, adaptation, or welfare. The work patterns of adult and couples bonding mothers and fathers are related on that to how effectively they behave with each other and their child, and how their child adaptively meets social, emotional, and academic challenges to make the transition to elementary school. A large amount of research demonstrates that many factors are directly related to the quality of each parent's relationship with the child and the level of mental and social adjustment of the child (Cummings, 1994). Also the child to start the first grade goes through a transition from pre-primary to first grade, so in a study done by Chan (2012) which took into account the perceptions of parents, educators and first grade teachers observed children and derives the following results: Their

performance observed during the transition period shows that they have different expectations for the transition. Even, parents can become aware of the transition process of the child in the first grade as a result of participation in transition programs (Carida, 2011).

Rather, parents have high expectations for their children's academic ability and self-discipline. Both primary school teachers and parents of child caregivers classify pre-academic skills as the most important area of development, while kindergarten teachers rank them as the least important.

Research Questions

The purpose of this study is to explore how teachers and parents perceive the adaptation of the child in the first grade and what are the methods but also the challenges they face in this regard.

While research questions:

- 1) Which are the main obstacles that teachers perceive during the period of adaptation of the student in the first grade?
- 2) Which are the perceptions of parents about the process of adaptation of the student in the first grade?

Literature Review

Adaptation is one of the most serious phenomena encountered especially in the first weeks of school. The adaptation of the student in the first grade is one of the determining factors of the proper social, emotional and academic development of the student, therefore it is very important to identify the factors that contribute to this process.

The child's ability to adapt to school life determines the degree of harmony of social characteristics, affective, cognitive, physical, learning needs of children and the qualities required from the learning environment (Spencer, 1999). Whereas, Cassidy (2005) in his study on the perceptions and attitudes of first grade teachers about the transition period of students, out of six first grade teachers interviewed, identified their concern for the ability of students to adapt with the school where and recommended a visit to a preschool center as a valuable experience for the fact of knowledge. Children bring from preschool was vital to ensure a smooth transition. Then, studies show that the child's relationships with peers are influential in the adaptation of the first grader (Buhs, 2005; Erkan et al., 2021; Gülay, 2011; Ladd et al., 1997; Ogelman & Sarıkaya, 2013).

There are other researchers whose studies tell us about the impact of the relationship between students and teachers in the process of adaptation (Hamre & Pianta, 2001; Baker, 2006; Ladd, 1990; Birch & Ladd, 1997). Therefore, the positive and cooperative climate in the classroom should be aimed at, the importance of which is emphasized by the researchers Nganga, et.al. (2021), according to them in classrooms based on respect, all cultures are understood and appreciated, creating an inclusionary and culturally responsive education.

In the adaptation of the student in the first grade, indisputably is the importance of the cooperation of parents with the school, which according to Wong (2001), should be initiated by the school. Research suggests that parents must be involved in this transition process to improve their awareness in this respect, and to have an effect on the acquisition and development of effective practices (Giallo et al., 2010).

The parents of the child in school must definitely cooperate with the child's school, because the parents have an influence on the children in how these children will adapt to school. The school can not function well without the help of parents because the school must communicate with parents for at least four reasons, among which are: information, recognition, counseling and consultation. Based on family involvement, school-family cooperation, family involvement refers to a wide range of activities through which parents, grandparents, older siblings, tribal members and other family members contribute to the support of the learning of the student. (Brewster, & Railsback, 2003).

Epstein and her colleagues, two years later, fully identify a consistent framework with the six dimensions of parental involvement, which influence children's academic achievement. These six dimensions were: The skills and habits of the parents; Communication; Volunteerism; Home teaching; School decision making; Collaboration with community agencies (Epstein, et al., 1997). Epstein's typology, for many scholars, became a theoretical framework for parental involvement, creating a stability in the way studies are conceived, but also in terminology. Based on this framework, for example the researcher (Catsambis, 1998) re-dimensioned parental involvement using this framework, but already for parents.

Furthermore, she devised a comparative adaptation of parental involvement practices between junior high school (9-year school) and high school. The theory supported by researchers is also the theory of Hoover-Dempsey and Sandler. Based on the theory of the bioecological model of Bronfenbrenn (1986), but also on the psychological and social results, the researchers (Hoover &

Sandler, 1995, 1997, 2005), presented a theory, where they explain in detail that what motivates parents to get involved in education by listing some major reasons: Building a personal parenting role to pass on to children a model of parenting; To increase their sense of competence as parents in order to help their children have success in school; Their reaction to the opportunity given to them by both children and their schools for get involved in school life; The context of the parents' life.

The theory of opportunity creation and family empowerment is one of the theories on family school cooperation. The theoretical model of creating opportunity and empowering the family is widely used in the world, this model is represented by different authors, for example in Europe the representatives are scholars Pourtois and Desmet, in America by Dunst, Johanson, Rounds, Trivette and Hamby and in Canada by Bouchard as well as Talbot, Pelchat, and Boudreault (Deslandes, 2001). In a study conducted by Zorbaz & Ergene (2019), this study group consisted of 81 teachers and 517 parents. These data obtained from for 517 children aged between 64 and 98 months, it turned out that family involvement has no statistically significant direct influence on first-grade students' school adjustment, por u gjet se externalizing behaviors affect school adjustment, but impact was found externalizing behaviors, teacher-student relationship, and peer relations have a significant direct impact on first-grade students' school adjustment. The model of reciprocity relationship is based on the principles of opportunity creation, strengthening the protection of the parent-teacher relationship, to fully share knowledge, habits and experiences. Empowerment means making the necessary resources and legal force available, while creating opportunity refers to giving parents the opportunity to understand their role and determine what kind of cooperation they will decide. The model describes the parent-teacher relationship as based on mutual exchange in every aspect of knowledge and experiences.

This model relies on social pedagogy intervention, meaning that educational attitudes, beliefs, and facilitated practices by the relationship of interdependence, where parents and teachers learn from each other (Deslandes, 2001). The path of cooperation (partnership) must necessarily be based on the views and expectations of the parties and where parents and teachers have a lot of knowledge and experience to share between them. This relationship requires that both parties show willingness to strengthen this cooperation. Dunst & Trivette (2010) describe four categories that strengthen and stabilize this relationship: Predisposition and emotional attitudes based on faith, commitment, generosity, empathy and understanding, intellectual readiness based on honesty;

Trust, mutual respect, flexibility and division of responsibilities; Open two-way communication, where listening is just as important as speaking; Actions that manifest attitudes and beliefs.

“The politeness of teachers in the classroom environment has an important role in building of the students’ character. The emotional intelligence of students affects the long-term behavior development of the students and politeness of teachers at primary level helps in ensuring that the positive characteristics are enforced in the students” (Mudiono, 2019, p.15).

To summarize this we can say that the theory of spheres overlap Epstein, et. al. (2009) is an opportunity to create a clearer picture of the various factors that influence family-school cooperation. The model of Hoover & Sandler 1995, 1997, 2005), helps us understand the reasons why parents choose to participate or not in school activities, and how building parenting roles, the feeling of being able to help the child affects of this success or even the opportunities and invitations offered by the school and the child himself to determine the type of parental involvement according to these factors. Also, the theoretical model of empowerment and family empowerment helps us to understand that in family-school cooperation, we ultimately have subjects of equal importance, that both subjects aim to achieve student success and find ways to make this cooperation and this bilateral relationship work (Deslandes, 2001). The study conducted by Tan & Goldberg (2009) focuses on the involvement of parents in the education of children both at school and at home. Ninety-one families with school-age children (91 fathers and 91 mothers) participated in a study that assesses levels of parental involvement (directly at the school site, homework, extracurricular educational activities, and interpersonal involvement) and relationships. with children’s grades and parental reports of children’s anxiety about school and of their satisfaction.

The analyzes demonstrated the unique contributions made by fathers and mothers in the change explained of children’s grades and adjustment to school. Researchers, such as Deforges & Abouchaar (2003) stated: For young learners, parents provide the child with a context in which he or she can master school, and develop psychological qualities of motivation and self-worth. SDCOE (2005) had presented some of the goals and missions of education among which one of the goals includes exactly how children through school-family partnership manage to adapt to school according to their social, emotional and academic skills. Moreover, emotions are a fundamental part of an individual's life and culture (Ivanova & Severinova, 2021).

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Among the studies is the one from Ponitz et.al (2009) where the gender difference in the transition to the first grade was examined exploring child and classroom contributions to self-control and achievement in a rural sample. Teachers (n = 36) reported on children's (n = 172) initial adjustment difficulty and end-of-year self-control. Observed classroom organization and teacher-reported classroom chaos measured complementary aspects of classroom organizational climate. Children's literacy and mathematics skills were assessed in the fall and spring. Boys had more difficulty than girls adjusting to first grade, and initial adjustment fully explained gender differences in self-control.

Method

Research design

In terms of design, the study uses qualitative methods grounded on phenomenological research paradigm Cohen et al. (2018), which focuses on the awareness (perceptions, experiences, and thoughts) of individual and explores findings with a holistic view (Creswell, 2014).

Phenomenological research paradigm has been used in order to raise awareness in focus on the perceptions and experiences of teachers and parents.

Phenomenology is the study of phenomena as manifested in our experience, in the way we understand phenomena in our experience, and of the meaning phenomena have in our subjective experience (Wooduff, 2018). By examining an experience as it subjectively lived, new appreciations can be developed to inform, how we understand that experience (Lavery, 2003).

Used for the first time by the American philosopher Kuhn (1962) which implies a philosophical way of thinking. “It is the conceptual lens through which the researcher examines the methodological aspects of their research project to determine the research methods that will be used and how the data will be analysed” (Kivunja & Kuyini, 2017, p.26). Paradigms are thus important because they provide beliefs and dictates, which, for scholars in a particular discipline, influence what should be studied, how it should be studied, and how the results of the study should

be interpreted. The paradigm defines a researcher's philosophical orientation and, as we shall see in the conclusion to this paper, this has significant implications for every decision made in the research process, including choice of methodology and methods. And so a paradigm tells us how meaning will be constructed from the data we shall gather, based on our individual experiences, (i.e. where we are coming from)" (Kivunja & Kuyini, 2017, p.26).

Participants

As sampling method, we used intentional sampling, sampling which allows comprehensive analysis of situations that can best represent the population and provide rich data (Buyukozturk, et. al., 2016). In total we had 21 respondents, 12 first grade teachers and 9 parents, of first grade children as well. The participants' background data are in Table 1.

Table 1

Overview of teacher' demographic data

<i>Nr.</i>	<i>Professional degree</i>	<i>Working experience</i>
2	4 years of BA degree	4,23
3	4 years of BA degree	9,25,12
2	4 years of BA degree	5,11
4	4 years of BA degree	6,15,29,10
1	MA degree	2
Total	12	

Data collection

We used the paradigm of phenomenological study in order to explore the experiences of teachers and parents of the adaptation of children in the first grade. Cohen et al. (2018) have suggested that while there are alternative ways to approach the phenomenological paradigm, there is a consensus among researchers on its following characteristics: A belief in the importance, and even the primacy, of subjective consciousness; The importance of documenting and describing immediate experiences; The significance of understanding how and why participants' knowledge of a situation comes to be what it is; The social and cultural situatedness of actions and interactions, together with participants' interpretations of a situation; An understanding of consciousness as active, as meaning bestowing; A claim that there are certain essential structures to the consciousness of which we gain direct knowledge by a certain kind of reflection (Cohen et

al., 2018, pp. 20–21). Qualitative methods grounded on phenomenological research paradigm were considered appropriate since our study focuses on different higher education stakeholders' experiences, attitudes and perceptions of the teachers and parents about the process of students adaptation in the first grade.

The recorded findings were then transcribed continuing with their analysis. The study was conducted through semi-structured interview with teachers and parents, which were included questions about the barriers to adaptation of first graders and the difficulties in this process as well as their experiences throughout the transition from Preschool to First Grade Primary School. This choice provides the participants with the possibility of free expression and allows for a more in-depth analysis of the issue at hand, reflecting this was more exploratory research (Matthews and Ross, 2010). These interviews lasted between 30 and 40 minutes. Data used in this study was collected at the schools' premises. To ensure anonymity and confidentiality, the researchers scheduled interviews at school, during school days. These were conducted face to face with individual teachers. Respondents who participated gave the researcher their signed consent forms. The researcher used digital recording devices to record the interviews and then interviews were transcribed and coded by two independent researchers.

To comply with the ethical principles, codes were used instead of the participants' names. We implemented the coding approach. Data coding and analysis followed a thematic analysis (Matthews & Ross, 2010). Based on According to Marshall and Rossman (2016), one of the reasons is investigation on the lived experiences of individuals.

Thematic analysis is the process of identifying patterns or themes within qualitative data. The goal of a thematic analysis is to identify themes, i.e. patterns in the data that are important or interesting, and use these themes to address the research or say something about an issue (Maguire & Delahunt, 2017). This method provides core skills that will be useful for conducting many other kinds of analysis" (Braun & Clarke, 2006, p.78).

According to Bryman (2008), thematic analysis is one of the most widely used approaches to qualitative data analysis. In order to analyze the data, we used the following two categories as a guiding framework: 1) adaptation of first graders as a problem of teachers and challenging factors in this regard, 2) Adaptation of first graders as a problem of parents. This is a part of data analysis, include it in the data analysis.

Data analysis

We implemented the coding approach. Data coding and analysis followed a thematic analysis (Matthews & Ross, 2010). Based on According to Marshall and Rossman (2016), one of the reasons is investigation on the lived experiences of individuals. Thematic analysis was performed based on the data obtained a method for identifying, analyzing and reporting patterns (themes) within data (Braun and Clarke, 2008). According to Bryman (2008), thematic analysis is one of the most widely used approaches to qualitative data analysis. In order to analyze the data, we used the following two categories as a guiding framework: 1) adaption of first graders as a problem of teachers and challenging factors in this regard, 2) Adaptation of first graders as a problem of parents. The findings were then analyzed based on the thematic analysis. Coding and data analysis followed a thematic analysis (Matthews & Ross, 2010). After this phase, the categories were identified and conceived. The coding approach was implemented, where initially the interviews were recorded on audio, they were transcribed into the text verbatim and then followed by the coding focusing on issues related to the purpose of the research. We grouped the codes into topics on the basis of which we draw conclusions about the attitudes of teachers and parents. The study generated open coding. The data was registered during the focus groups and interviews, and later transcribed and analysed. Results were analysed and interpreted based on the thematic analysis method in three steps, namely (1) development of indicators to identify the data easier, (2) development of codes and categories from the extracted topics, and (3) summary and interpretation of data. We are based on the principles of inductive approach. We discuss the results based on our research questions.

Findings and Discussion

Our study aimed to explore the perceptions of parents and teachers about the adaptation of the child in the first grade, aiming to also understand the methods used in terms of the adaptation of the child in the first grade. The findings of the study enable us to have a narrative description of the practice of adaptation of the child in the first grade. Topics are defined based on research questions.

The main obstacles during the period of adaptation of the student in the first grade from the teacher's perspectives

In Table 2, we have a summary of the topics that emerge from the interviews with teachers regarding the adaptation of the student in the first grade. Four important topics for the study were identified, such as: lack of standard for adaptation of the child in the first grade, lack of professional development for adaptation of the student in the first grade, communication and positive atmosphere in the class, pedagogical culture of parents and counseling service.

Table 2

Codes and topics derived from thematic analysis of teacher interview data

Codes	Themes
Method for adaptation of the child in the first grade, Teacher's own selection. The directorate does not require an action plan for student adaptation, The adaption of the child, the approach to adaptation is the independence of the teacher, The school does not have any standards for adaption to students, There is no written rule for adaption of the first grade student, Lack of school regulation for adaption, There is no written strategy for cooperation with the parent in terms of adaptation of the student in the first grade.	Lack of standard for adaptation of the student in the first grade.
We have not attended training for adaptation of students in the first grade, During schooling we did not attend the course for adaptation of the student in the first grade.	Lack of professional development for adaptation of the student in the first grade
Continuous communication with parents Transparent communication with the parent Various forms of communication. Positive attitude of the student towards the school. Positive attitude of the student towards peers and teachers Positive emotional state of the student in the classroom.	Communication and positive atmosphere in the classroom
The parent considers that all the work in terms of adaptations belongs to the teacher, Parents do not know enough about the possibilities for cooperation with the teacher, Frustrated approach of the parent towards the adaptation of the student in the first grade, More problems with the parent himself than with the students for his adaptation, The level of education of the parents is an obstacle to understanding the process of adaptation of the student.	Pedagogical culture of parents

The involvement of the psychologist significantly influences the involvement of the initial parent in the adaptation Individual personality.

Functioning of the consulting service and respect for divergences

Lack of standard for adaptation of the child in the first grade

A very worrying topic that emerged from the interviews with teachers is the lack of a written document for the teacher's work in terms of student adaptation.

Based on the answers of the teachers if in the schools where they work they have any document or regulation on how the teachers should approach the adaptation of the student in the first grade.

In no written plan or rule is found any of the documents on how teachers develop the child's adaptation.

Lack of professional development for adaptation of the student in the first grade

Although teachers have attended numerous trainings to improve classroom teaching practices, they are not trained to adapt to first graders. "Unfortunately, I have never had the opportunity to attend trainings specifically for the adaptation of students in the first grade." Or, the teacher statement, such as: "Nor even any other training is that mentions adaptation to first graders" (Teacher, 9). "We did not attend special training for student adaptation, but even during schooling we did not dwell on this issue, it was only mentioned as a fact, but not more information on student adaptation issues or methods that the teacher should use for the purpose adaptation "(T4).

Most of these teachers show interest in developing professionally related to student adaptation.

During the interviews, we identify the teachers' interest in the issue, such as: "It would have been a good idea to have such trainings, focus on adaptation and effective methods in this regard" (T12).

In two of the teachers stated in the study, we find the need to work further with teachers in their professional preparation towards the adaptation of the child in the first grade. "Adequate training in terms of adaptation of the child for first grade is also welcome" (T7); "I have had situations where I felt unprofessional, as a result of the difficulty in terms of adapting the child to the class, especially in my beginnings as a first grade teacher" (T2); "The successful adaptation of the child in the first grade occurs only due to the dedication of the parents, ours as teachers and school staff as a whole" (T12). The adaptation of the child has to do not only with his own crying, but as soon as he is involved in the company of other students, in the activities we organize, other (T1) But,

on the other hand, we have teachers who emphasize the fact that parents should have information on the issue of adaptation of the child in the first grade, not only us as teachers and schools, we find this attitude in the statements of respondents:

Communication and positive atmosphere in the class; Feedback to help with adaptation

From the answers of the teachers comes the topic of the non-existence of pedagogical culture sufficient of the parents for the issue of adaptation of the student in the first grade. A total of 7 teachers pointed out this hindering factor, in fact the main problem for parents. Then, based on the teachers' opinions, the feedback on the student adaptation process is very important for the process and the correction of mistakes during the student adaptation.

Policymakers should be careful in setting policies for first graders' adaptation as with a clear document in schools, the teacher's work and responsibility for student adaptation will be easier.

Except this, students and parents will be better informed and better prepared for their responsibilities regarding student adaptation in the first grade.

Teachers participating in the research refer to these methods which they use for the adaptation of the child in the first grade, some of them: Most of the interviewed teachers do not leave without emphasizing the communication with the parents as the key factor in the adaptation of the child and the communication with the child himself. "The key is transparent communication with the parent" (T6); "Creating a positive, friendly atmosphere in the classroom" (T1); "In the first months, two of them, I select activities aimed at adaptation" (T3);

One of the teachers states that he uses the presentation of the school as positive, thus promoting the positive attitude of the child towards school, teachers and classmates. (T7). Only in one of the interviewed teachers do we receive the statement that "adaptation lets it happen naturally, it is not that I treat the respective child as a case for adaptation. The common thing that is mentioned to the teachers is the attendance in the preschool institution by the child, according to whom with this category of children the process of adaptation is much easier.

Pedagogical culture of parents and counseling service

The school and the family should build a partnership based on mutual communication with shared obligations and responsibilities. Parents express their satisfaction with the commitment of teachers in terms of child adaptation, but in the teachers involved in the research, we find room to still improve in this regard, as follows:

"And the parent himself should ask for suggestions regarding the adaptation of the child in the classroom, but also the work with the child in general" (T8); "We try hard in terms of adaptation, but it would be helpful not to burden the children with the curriculum provided for the first grade. At the same time we have to realize an overloaded curriculum for the first grade ". (T10)

"The school should work towards raising the pedagogical culture of parents in terms of adaptation for the first grade, to take into account the large number of children in the class and the difficulties we encounter in this regard" (T3). These statements of teachers, leave to be considered that from the point of view of professionals, teachers in this case, the school should be improved in terms of adaptation of the child in the first grade.

Based on the semi-structured interviews, we can summarize that a pedagogical culture of parents is needed for the adaptation of the child in the first grade, commitment not only of teachers but also other professional service in schools such as psychologist, social worker, teacher training on the subject, reducing the number of students in the first grade. Whereas, the findings of the study on the main obstacles during the period of adaptation of the student in the first grade, based on the perceptions of teachers, these attitudes of the research participants turn out to be similar to the findings of other researchers as well. Regarding the teachers' point of view on their work as a child, we find in teachers their dilemma for quality work in this regard, noting the lack of experience as a initial teacher, findings that we encounter in the study conducted by Horbny & Wette (2010). Even in the study Gacia (2014) the findings show that parents and leaders are aware of the transition, but the researcher's findings show that none of these entities use effective practices for the transition process. Based on the findings of the interviewed teachers, several factors are identified which should be taken into account in terms of improvement, despite the satisfactory level of teachers for the studied subject, the adaptation of the child in the first grade. So, some obstacles are identified in this regard. Teachers say that when dealing with children who find it difficult to adapt in the first grade, one should always keep in mind the fact that children are individual, unique and each of them can have their own ways of adaptation. Teachers say they try to talk to the parents, explain their child's condition and ask for their help and cooperation. It takes a lot of work from parents as well, as only one party is impossible to achieve success. Also, we find the source which indicates positive associations between parent–teacher relationships and children's academic and behavioral adjustment, especially in the early grades (Henderson & Mapp, 2004).

Chun (2003) researched the identification of parents 'and teachers' perceptions of their role in the period of first-grader adaptation, and students also who reported having difficulty adapting to a new set of rules and complaining about the number of the tests they had to do.

Whereas, based on the study of Zorbaz & Ergen (2019), externalizing behaviors affect school adjustment through the mediating role of teacher–student relationship and peer relations. Also, the total effect of the externalizing behavior variable on school adjustment is -0.55 . The student–teacher relationship ($B = 0.53$) and peer relationship ($B = 0.48$) variables have also had an effect on school adjustment.

Parents' perceptions of the process for adaptation of the student in the first grade

Table 3, presents a summary of the topics that emerge from the interviews with parents regarding the adaptation of the student in the first grade. Two important topics for the study were identified, such as: communication and discussion with the teacher and the second topic the feedback to help adapt.

Table 3

Codes and topics derived from thematic analysis of interview data with parent.

Codes	Themes
Continuous communication with the teacher, warm environment in the classroom for the student. Discussion about the child's personality taking into account the opinions of the parent. Warm communication with the child parents freely discuss with the parent about student adaptation	Communication and discussion
Verification of student progress in adaptation Lack of teacher time in the classroom Praise for the student adaptation process Feedback	Feedback to help with adaptation
Worrying large number of students as obstructive factors in the work of the teacher. Teacher workload with more students minimizes the time for them to commit enough. The teacher does not allocate enough time for the student.	Large number of students in the class

Communication and positive atmosphere in the class; Feedback to help with adaptation

Practices and experiences of parents towards the adaptation of the child in the first grade. Based on the statements of the parent respondents, we understand that they are assisted by teachers in terms of adapting the child to the first grade. Their children's teachers are very supportive, they argue. Some of the parents say that their child has adapted very easily in the first grade, has managed to socialize with other children also and this has been achieved with the cooperation of the teacher and the parents themselves. The parents considered the adaptation of the child in the first grade important and expressed their positive attitude towards the work of teachers in this regard. We do not encounter any dissatisfaction to the teacher and his / her task in this regard.

In general, the parents participating in the research express their experiences as: Teachers encourage the adaptation of the child in the first grade. (P9). ; "With the child I had a problem adjusting, left him to school with crying, but the closeness and communication of the teacher made the gradual adaptation of the child in class." (P5)

"Teachers to make it easier for students to acclimatize in the first grade they try to create a warm environment in the classroom by always speaking to them with sweet words, mainly conversations with students, but also through activities and motivation through them." (P1). ; "... the discussions I had with my child's teacher helped me" (P3); In both parents we find that their help in terms of child adaptation were communications / discussions with other parents (P5 and P9). ; "The child's teacher, at the beginning, suggested to all parents to discuss the child's personality in individual meetings and I consider that this was a help for me as a parent in terms of adapting my child in the classroom." (P7). ; "My child's teacher has also taken into account my opinion / advice regarding the child's adaptation." (P2)

Large number of students in the class

Parents were also asked about the help that teachers can provide to them during the collaboration in the student adaptation process and it turned out that the feedback is a help appreciated by the parents. It turns out that the large number of students in the classroom is another challenge for the teacher. "The teacher says that there is a large number of students in the class and that it is difficult to follow and dedicate enough to the student with difficulty in adaptation" (P4).

Below are some of the teachers' thoughts on this topic: Another challenge that 9 out of 12 interviewed teachers see is the large number of students in the class. According to them, often the lack of time of the teacher as a result of the large number of students makes it impossible for the

teacher to be sufficiently dedicated to the students with difficulty in adaptation. Here are some of the parents' thoughts on this hindering factor for the teacher: "My child's teacher can not do more, there are 38 other students in the class" (P5). "Talking to other parents we see that the main problem is the large number of students in the class and the inability of the teacher for his sufficient commitment in the adaptation of the student, then the responsibility is transferred automatically to us parents" (P7).

As it pertains to the findings of our study on parents' perceptions of first grader adaptation, our research shows that parents are satisfied with the work done by the teacher in terms of adapting the child to the first grade. From the participants of our study we also get their belief that parents contribute to the adaptation of the child. And the study done by Tan & Goldberg (2009) focuses on the involvement of parents in the education of children both at school and at home and the adaptation of the child to school. The analyzes of the researchers in question demonstrated the contribution of parents in adapting the child to school, attitudes that we take from our research. In both of the parents participating in the research, their experience is presented that in terms of the child's adaptation they are helped thanks to the communication between the parents themselves, findings that we encounter in a study conducted by Cowanm Cowan & Mehta (2009) where it is stated that if the parents cooperate with each other and with the school they present a fundamental change in the adaptation of the children in the primary school.

Parental involvement in school is related to student adaptation in school (Häfner et al., 2018). Then, of course, this reflects on the students as well. Researchers Pianta & Stuhlman (2004), explored the teacher-student relationship in first grade and found that this relationship had a positive impact on the social skills needed to succeed in school.

Conclusion

The purpose of this study was to explore the perceptions of teachers and parents on the adaptation of students in the first grade, during the transition from preschool to first grade.

The study, achieved the objectives and received answers to research questions. The findings from this study enabled us to identify the lack of the document on which the teachers would work professionally in the adaptation of the student in the first grade. These data make us understand that our teachers make the adaptation not on the basis of proper educational preparation in this

regard, at least training as assistance in this regard. But, despite this, we find a good communication relationship between teachers and parents, despite the barrier for teachers such as the large number of students in the classroom and the result of this the difficulty in targeted cooperation with parents. We found teachers' concerns about the lack of school counseling service which significantly affects the inclusion and respect of the divergences, of initial parent in adaptation, followed by the higher involvement of the psychologist in the treatment of children in terms of first grade adaptation given individual personalities.

Based on the finding on the pedagogical culture of parents, our study recommends further awareness of parents in their role of the help they can give their children to adapt to the first grade. Also, further preparation of teachers in their role for the help they can give their students to adapt to the first grade. There should be a close relationship between parents and teachers through which the exchanges of informations takes place (Giallo,2010).

Regarding the limitations of the study, it is the small number of participants in the study, the small sample size imposes a limitation which can be overcome by taking larger samples. This study, nevertheless, can be used to frame additional research that could be generalized to a larger population the comparative studies that cover a range of contexts can offer a bigger picture of the issue of adaptation of the student in the first grade.

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